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ABSTRACT

This collection of library documents, which illustrates current techniques for conducting user studies in order to facilitate specific public services planning and priority-setting efforts at the member libraries of the Association of Research Libraries (ARL), contains excerpts from: (1) four general user studies conducted at the University of British Columbia, the University of New Mexico, New York University, and the University of California, Riverside; (2) three science user studies conducted at the University of Colorado, the University of Arizona, and the University of Texas, Austin; (3) four automated services studies conducted at the University of Cincinnati, the University of Illinois, Pennsylvania State University, and Texas A&M University; and (4) three studies of special classes of library users conducted at the University of Arizona, Michigan State University, and Cornell University. Excerpts presented include sample questionnaires and descriptions of survey results. At the beginning, a concise summary of issues and trends related to library user studies covers types of survey methodology, types of information collected, and types of user and non-user groups studied; a 12-item bibliography and an evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit are also provided. (ESR)

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User Studies
II ADL Libraries

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USER STUDIES IN ARL LIBRARIES

A major issue in large research libraries today is how to redefine and strengthen public services during a time of expanding information sources, new technologies, stable budgets, and increasing user interest in what libraries have to offer. Key elements in helping decide what public services should look like in the future are the needs, values, and priorities of the users themselves, as well as broader implications of the flow of scholarly information. Many research libraries are turning to specific applications of user study methodologies to learn more about what types of individuals and groups are using (and not using) their services. They also are seeking to obtain more detailed information about users' successes and failures with both traditional and newer services options.

More reliable information about user needs and perceptions can aid research library administrators in making decisions in a number of areas, including how and where to reallocate public services staff as automation is introduced or staffing changes occur, how to update goals for unit performance, and which services to institute or eliminate. Data about users also can assist efforts to redefine the role of the research library in a changing campus setting.

Whereas SPEC Kit #71, User Surveys and Evaluation of Library Services (February 1981), reflects an ongoing interest in general assessments of library performance as perceived by users, this kit contains documents that illustrate current or added techniques for obtaining data that relate to specific planning and priority-setting efforts in the public services area.

APPROACHES TO USER STUDIES. Traditionally, libraries have attempted to obtain user opinions of library performance, measure use of the collections, and encourage suggestions for changes or additions to services. Surveys often were conducted on a large scale, requiring considerable staff time for planning, execution, and analysis. While such studies continue to have value in assessing overall success, image, and user perceptions of the library, in some cases the results have not proved relevant to the library's needs. In other cases, low response rates and questionnaire biases have made studies statistically unreliable. Surveys asking users for suggestions for improvements sometimes raised expectations that the library could not meet.

Research libraries are taking a fresh look at study methodologies in order to reduce such difficulties. Large-scale surveys are being complemented by shorter, more focused studies, sometimes using statistically valid samples, and aimed at discrete groups or individuals carefully identified ahead of time. Research libraries also are taking advantage of techniques developed in operations research, such as those found in the Collection Analysis Project and the new ARL manual, "Objective Performance Measures for Academic and Research Libraries." Experiences of other non-profit organizations in marketing research also have proved transferable to the library setting. In other cases, newly-designed management reports from automated circulation, reserve book, and other systems are helping library decision-makers view operations and services from a quantitative perspective that can range from comparable statistics over time to snapshots of library activities during busy periods.

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Within the OMS Public Services Study, several ARL members have encountered common problems and solutions when undertaking user studies. Two areas for making careful decisions are 1) matching the study technique (e.g., written survey, interview, group discussion) to the topic being investigated and the respondent population, and 2) designing and administrating the survey in an unbiased, understandable fashion, to assure the most reliable responses and analyses of results. Some libraries have taken advantage of survey research specialists on-campus or elsewhere for assistance.

Because distributing questionnaries in-house or by mail may not result in enough responses to be valid, some libraries have increased response rates by providing incentives. Others have found that visiting classes to obtain student responses or querying groups that come to the library for instruction leads to higher response. The use of the telephone for contacting a small, known class of users has proved successful, while individual interviews or focus group sessions have been found most effective for eliciting opinions, qualitative assessments, satisfaction/dissatisfaction levels, or descriptions of library use habits.

APPROACHES TO USER GROUPS. Libraries are investigating use of their services from the broad perspective of the dynamics of the scholarly information-seeking process. In so doing, they are reviewing literature use habits of specific groups and obtaining data from previously untapped sources. Recognizing that transaction records to not represent all library activity, researchers are assessing in-house use of materials and studying the needs of user groups from outside the campus community. Infrequent users and non-users also are being queried, since there is interest in determining why library collections and services fail to attract some categories of students and faculty. In addition, studies on automated access to library resources show that user expertise does not necessarily correlate with academic status or department.

One increase since the 1981 kit is in studies of populations other than on-campus main library users. OMS Public Services research project participants, for example, are using surveys to examine the needs of invisible users who access the library through electronic means, the creation of expanded services and special instruction programs for particular user groups, and the non-user population. Increasing variation in student ages and experience, as well as new professional and vocational enrollment patterns, are changing long-standing assumptions about users' information-seeking behavior and needs.

Interest in library organization and especially in branch libraries also has promoted studies of particular users (See SPEC Kit #99, Branch Libraries, December, 1983). Because many library systems have science branches, and some have combined science branch libraries, there are many surveys in this area. The studies provide information on scientists' use of resources in particular branches, and frequently probe their use of other campus library facilities. Results can be useful for considering the implications of branch library operations for interdisciplinary research.

The SPEC Kit on User Studies (#101, February 1984, 115 pages) contains four general studies, three science user studies, four automated services studies, and three studies of special classes of users, plus a list of selected resources. SPEC Kits are available mainly by subscription from the SPEC Center, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036. Individual kits may be ordered for $15.00 each, prepayment required. Orders outside the U.S. and Canada, add $5.00 for parcel post shipping and handling. (ARL members receive SPEC kits for $7.50.)

USES OF SPEC KITS

The Systems and Procedures Exchange Center (SPEC) is a clearinghouse operated by the Association of Research Libraries, Office of Management Studies that provides a central source of timely information and materials on the management and operations of large academic and research libraries. It facilitates the exchange of knowledge and documents through SPEC Kits, which are distributed ten times each year to ARL members and other interested libraries. The Kits include topically-arranged groupings of unedited primary source documents – selected for their value to administrators and decision-makers – that illustrate a wide range of alternative approaches to specfic issues.

Kit documents come from general membership surveys and from selected libraries contacted directly by SPEC, and most Kits are produced within six months of surveys. The documents' value comes from their variety of ideas, methods, and solutions. They are not viewed as finished products, but rather as points of departure for a library's planning efforts and as stimulants to innovative approaches to problem-solving. As such, Kits do not present answers or prescriptions for any one library; instead they illustrate how selected ARL members are planning for or dealing with particular issues. The worth of any one Kit to a particular library will depend upon the specific topic covered and the library's stage of development in that area.

Materials are selected according to the following criteria:

- Presents an approach of potential value to administrators and decision-makers
- Timely, and dealing directly with the topic under consideration
- Probability of application of ideas or thinking to other library situations
- Illustrative of actual practice, rather than theoretical
- Understandable, readable communication

All together, the materials should provide a range of alternative approaches that complement each other, provide variety, and stimulate comparison and contrast.

Libraries can take advantage of the Kit compilations in a number of ways. Administrators can evaluate the assumptions, methods, and results of other libraries' approaches; compare and contrast them; and use the learnings in their own situations. Library staff members can use the kits as professional development and current awareness tools. Committees and task forces can use them to begin a review of current practices. And the Kits can identify other persons or places to contact for further information. Back-up files in the SPEC office also are available for loan to member libraries. In addition, SPEC will conduct on-demand surveys or analyses geared specifically for a single library.

EVALUATION

Kit Title/Number _____

1. Which uses did the library make of this Kit?

2. Please indicate how useful the Kit was for these purposes.

☐ Very Useful ☐ Quite Useful ☐ Somewhat Useful ☐ Not Useful

3. Do you have suggestions for this Kit or for future Kits?

(optional) NAME _____

LIBRARY _____

PHONE _____

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USER STUDIES
SPEC KIT #101

February 1984

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UBC LIBRARY SURVEY 1980

REPORT

UNIVERSITY OF BRITISH COLUMBIA LIBRARY - 1981

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INTRODUCTION

Late in 1979, the University Librarian decided that a major survey of user opinions would be useful in planning library services and facilities in the eighties, the decade in which the UBC Library will run out of space. A similar survey had been done in 1966/67 and had produced useful data. The Librarian appointed a committee of librarians and asked them to conduct a survey which "would sample opinions on every facet of the Library as the user experiences it."

In its first meetings, the Committee decided to concentrate on obtaining the opinions of actual users of the Library and not to attempt to survey members of the academic community who do not use the Library. No special effort to poll users of the Library who are not members of the UBC community was made. This, to some extent, shaped the method of distribution and the format of the questionnaire.

A questionnaire was chosen as the most appropriate means of soliciting opinions. Methods of distribution considered were: distribution in classrooms, mailing to a sample, or passing out at library service points. The latter method was chosen because of problems coordinating classroom or mail distribution. Problems foreseen in identifying user populations (and, hence, in selecting a reliable sample) for all questions and the wish to obtain a wide range of comments made the Committee opt for a distribution less controlled, but as widespread, within the Library system, as possible. Anyone who came into a Library during Survey Week could fill one in.

The format and individual questions were influenced by other user surveys, consultation with experts on campus, and criticism from Library staff. The decision to use a single questionnaire was a difficult one but seemed necessary for comprehensiveness and ease of analysis. If this survey should identify problem areas, it would be more appropriate to carry out smaller, more rigidly controlled surveys at a different time.

A preliminary version was tested on some 60 volunteers and from this a final version of the questionnaire was prepared. The care and attention devoted to layout and physical appearance at this point no doubt contributed to the

the overwhelming response. Preparations included advertising in the student newspaper, The Ubyssey, and in UBC Reports.

March 10-16, 1980, was selected as Survey Week because March is the busiest month of the year - more books are signed out and more reference questions are asked in that month - and yet exams are far enough away that students would take the time to complete the questionnaire.

Questionnaires were distributed in brightly labelled boxes at numerous points in all libraries and in departmental reading rooms. Students were hired to hand out questionnaires at the entrances of Main, Sedgewick, Curriculum Laboratory, and Woodward, the four largest libraries, at busy times of the day. Spaces were made available to encourage forms to be filled in immediately, and boxes nearby collected the completed copies. So successful was the distribution that the initial printing of 7000 copies was exhausted in the first two days. A further 5000 copies were rush printed to fill the demand. At the end of the week, when the dust cleared, about 6000 completed questionnaires were returned.

A preliminary check showed that faculty were not well represented. This problem was predictable, in retrospect, as the Survey was done during a time when teaching and marking loads are heavy and faculty are less likely to be using the Library. To further sample faculty opinion and check the main results, a separate survey was done with 1000 of the same questionnaires mailed through campus mail to faculty only. The results (some 277 responses) were treated separately, and are not included in the report which follows unless specified. The small response which necessitated this separate survey and a result of the use of a single questionnaire being a few questions inappropriate to faculty should be kept in mind when interpreting the results pertaining to faculty members.

The questionnaire had been designed not only to encourage people to fill it in, but also for easy conversion to machine-readable form by keypunching. Columns and rows were marked to allow the keypuncher to work from the questionnaire with little additional coding. But it was still necessary for the Committee to check all completed questionnaires for

ambiguities and for comments and to write in codes where choices had been allowed (for example, in question 8 where respondents could choose either library or reading room).

The most common comments were coded and have been tabulated with the relevant questions or in the additional section at the end. In addition, many comments were saved and have been reproduced in an appendix. No complete count of comments were made, but the numbers of coded comments are representative.

Keypunching was completed in May 1980. and a standard statistical package maintained by the Library's Systems Division was used to tabulate the results and produce correlations giving the results of one column against the results of another. Of course, only a small portion of the possible number of correlations were done. The following columns were run against all others: user status, user faculty affiliation, the Library used most often, and overall impression. Much more analysis could be done if desired. The magnetic tapes containing the data generated by the Survey are deposited in the Data Library.

Circulation and reference statistics were collected during Survey Week from all libraries. These have not been analyzed in the light of the Survey results but offer opportunity for further analysis.

The report which follows is the outcome of the analysis of the bivariate tables produced from the 6000-odd questionnaires received. The tables reproduced in it have been edited slightly in the interests of saving space. Figures and not percentages were given in the tabulations to keep the actual numbers of responses in perspective. Absolute figures give a more accurate idea of the numbers of people who responded to any one aspect of the Library - 27% of 4 may not be significantly different from 100% of 4 in this context. Percentages were used throughout the commentary for ease of reading. Generally percentage differences of less than 3% or 4% have not been considered significant. The discussion in the report focussed for the most part on the larger faculties and libraries, generally those with over 150 respondents.

The percentages and numbers need to be treated cautiously, but the Committee is confident that the Survey results are revealing of user attitudes towards the Library. This final report, prepared by Jocelyn Foster with much assistance from all the committee members, was a long time in planning and execution, a tribute to the mass of data that the Survey collected, and to the difficulties of organizing it. It tries to be thorough but is not inclusive. May it be an encouragement for others to go back to the original data.

UBC LIBRARY SURVEY 1980

1 YOUR PRESENT STATUS

4395	UBC undergraduate student
875	UBC graduate student
333	UBC faculty member
129	UBC staff member
137	other, not specified
7	Douglas College
9	BCIT
15	VCC, Langara
7	Regent College
0	VST
5	Continuing Education student/Language Institute
3	Capilano College
31	SFU
43	VGH
45	unclassified student
7	U Vic
6	Government Research Institutes
5	Business users
3	Secondary school
43	no answer

2 WITH WHICH OF THE FOLLOWING ARE YOU ASSOCIATED?

172	Faculty of Agricultural Sciences
	Faculty of Applied Science:
333	Engineering
27	School of Architecture
194	School of Nursing
	Faculty of Arts:
1432	Arts
109	Fine Arts
99	Music
122	School of Home Economics
76	School of Librarianship
42	School of Social Work
462	Faculty of Commerce & Business Administration
	Faculty of Dentistry:
33	Dentistry
5	Dental Hygiene
605	Faculty of Education
117	School of Physical Education & Recreation
82	Faculty of Forestry
186	Faculty of Law
275	Faculty of Medicine
25	School of Rehabilitation Medicine
143	Faculty of Pharmaceutical Sciences
1181	Faculty of Science
54	Other, not specified below
14	Animal Resource Ecology
0	Triumf
26	Community & Regional Planning
4	Westwater
13	Graduate Studies (interdisciplinary)
1	Continuing Education
1	Computing Centre
26	no answer

3 HOW LONG HAVE YOU BEEN AT UBC?

1274	less than 1 year
3337	1 - 4 years
862	5 - 7 years
360	8 years or more
262	no answer

4 SINCE SEPTEMBER, HOW MANY OF THE COURSES THAT YOU HAVE TAKEN OR TAUGHT HAVE REQUIRED USE OF THE LIBRARY TO PREPARE PAPERS OR ESSAYS?

1601	all
1273	more than half
754	half
1510	less than half
612	none
350	no answer

5 HOW FREQUENTLY DO YOU USE A UBC LIBRARY TO

	several times a week	once or twice a week	a few times a month	occasionally	never
scan current journals & new books	363	668	974	2129	1966
use reserve material	510	740	1108	2146	1596
use reference books or indexes to journal literature	501	774	1605	2090	1127
read materials in microform	67	160	417	1766	3690
use audiovisual material such as recordings & filmstrips	64	99	246	989	4702
use maps	26	52	136	1104	4782
request a computerized literature search	8	11	51	867	5163
use interlibrary loan	31	68	205	1290	4506
use copying machines or services	1126	1337	1701	1313	623
borrow library material	1462	1662	1704	868	404
use library materials in the library	1863	1402	1278	1068	489
study using your own material	2933	869	508	774	1016
browse in the book collection	426	601	936	2170	1967
socialize or relax	729	543	417	1651	2760
other, not specified	48	43	24	40	5945

6 HAVE YOU EVER PHONED A UBC LIBRARY TO

	often	occasionally	never
ask if the library has a specific book or other material	147	1484	4469
ask for information on a specific topic	112	1061	4926
find out the library hours	144	2352	3604
inquire about loan regulations or library policy	36	1055	5009
inquire about an overdue notice	85	1509	4506
renew a book	424	1241	4434
other, not specified	17	77	6006

Comments:

Would like to renew books but can't. 42
Lines are busy. 4
Didn't know could renew by phone. 86

7 HOW OFTEN DO YOU VISIT

most freq. used		several times a week	once or twice a week	a few times a month	occasionally	never
53	A) Animal Resource Ecology Library	54	47	57	197	5745
52	B) Asian Studies Library	57	54	66	407	5516
9	C) Crane Library	14	20	15	244	5807
336	D) Curriculum Lab (Education)	287	161	215	663	4774
4	E) Data Library	9	11	34	201	5845
168	F) Fine Arts Library	184	137	304	1081	4394
14	G) Government Publications/ Microforms (Main Library)	61	126	483	1586	3844
235	H) Law Library	236	96	169	851	4748
156	I) MacMillan Library (Forestry/Agriculture)	158	80	138	589	5135
1622	J) Main Library (including reference divisions, stacks, etc.)	1315	950	1370	1610	855
4	K) Map Library	30	46	130	839	5055
34	L) Marjorie Smith Library (Social Work)	23	21	58	233	5765
104	M) Mathematics Library	79	63	127	553	5278
102	N) Music Library	107	54	146	589	5223
1415	O) Sedgewick Library	1494	924	1000	1616	1066
7	P) Special Collections	42	89	247	1213	4509
52	Q) Wilson Recordings (Sedgewick)	162	303	551	1525	3559
1188	R) Woodward Biomedical Library	998	481	558	1157	2906
205	S) Biomedical Branch (VGH)	141	64	75	185	5627
	T) Departmental Reading Rooms (tabulated in part IV of the survey report)					
336	no answer					

8 WHICH ONE OF THE LIBRARIES IN QUESTION 7 DO YOU USE MOST FREQUENTLY?

See question 7, first column.

9 UBC Libraries are located in a number of places around the campus.
DO YOU FIND THIS DECENTRALIZED SYSTEM CONVENIENT?

2665	yes
2185	moderately
978	no
272	no answer

10 HOW EASY DO YOU FIND THE FOLLOWING TO USE?

	fairly easy	fairly difficult	very difficult	don't use	not aware of	no answer
card catalogue	5528	312	41	85	24	110
microcatalogue	3846	827	150	812	277	188
microlist of serials	3031	723	187	1256	638	265
in-process list	1660	537	138	1727	1718	320
circulation list	3153	553	129	1273	737	255

Comments:

Location File lament	*68*
Everything should be on microfiche	*71*
Split between card & fiche bad/ Split catalogue lament	*67*
Visual problems/have problems reading fiche	*19*
Problems with equipment/hardware (including chairs)	*11*
Hate the microcatalogue/microfiche	*53*
More instruction in use of fiche	*33*
I love the microcatalogue	*50*
Negative comment about card catalogue	*15*

17

11 IN THE LIBRARY YOU USE MOST, ABOUT HOW OFTEN HAVE YOU WANTED

	several times a week	once or twice a week	once or twice a month	a few times	never
a periodical (journal or magazine) that you could not find in the micro-list of serials or other catalogues	131	386	912	2449	2222
an unbound periodical owned by the Library that was not on the shelf	230	476	942	2071	2400
a bound periodical owned by the Library that was not on the shelf	203	493	1019	2114	2271
a book that you could not find in the microcatalogue or other catalogues	101	319	937	2711	2038
a book owned by the Library that was not on the shelf	368	807	1549	2357	1019

12 THE LAST TIME YOU FOUND WHAT YOU WANTED IN THE CATALOGUES, BUT IT WAS NOT ON THE SHELF, DID YOU

yes	no	no answer	
3297	1925	872	check the circulation list
3032	2020	1048	check to see if it was held by another UBC Library
2990	2184	925	ask for assistance
3828	1122	1149	plan to check another time
1324	3183	1578	give up

13 DO YOU ASK FOR ASSISTANCE AT AN INFORMATION OR REFERENCE DESK?

1899	often
639	seldom, feel reluctant to ask
2513	seldom, rarely need help
413	seldom, not sure of the kinds of help available
207	seldom, previous help unsatisfactory
248	never
181	no answer

14 THE LAST TIME YOU WANTED ASSISTANCE AT AN INFORMATION OR REFERENCE DESK IN THE LIBRARY YOU USE MOST:

a) Did you have to wait for someone to help you?

3319	no
1830	one minute or longer *please specify*
236	1 - 2 min.
396	3 - 5 min.
214	over 5 min.
192	too long - I left
759	no answer

b) Was the librarian helpful?

3747	yes
1448	moderately
157	no
748	no answer

c) Were you satisfied with the outcome?

3348	yes
1597	moderately
382	no
773	no answer

Comments:

Didn't get what I wanted or material not available.	*65*
Evening or weekend staff not knowledgeable or not enough of them.	*17*
Staff helpful.	*257*
Not enough staff/staff too busy.	*27*
Staff not helpful or rude.	*85*

15 WHICH OF THE FOLLOWING TYPES OF LIBRARY INSTRUCTION HAVE YOU EVER RECEIVED AT UBC?

Faculty: please indicate the types you have recommended to your students

most useful	second most useful		more than once	once	never
233	232	A) tour that you joined in your own time	172	1112	4816
878	557	B) class tour or lecture from a librarian	616	2144	3340
128	183	C) lecture or tour from your instructor	165	842	5093
132	94	D) term paper clinic	99	423	5578
116	84	E) library workbook or assignment	203	464	5433
44	72	F) self-operated A-V presentation	130	396	5574
2070	907	G) help at an information or reference desk	3339	894	1866
386	805	H) library handouts	1953	1391	2754
702	911	I) help from a friend	2160	904	3028
1449	2246	no answer			

16 WHICH TYPE IN QUESTION 15 DID YOU FIND most useful
second most useful

See question 15, first two columns.

Comments:

Should have had more library instruction.	*22*
If someone would have liked to have done one of the types of instruction in 15.	*A:2* *B:3* *C:0* *D:5* *E:1* *F:0* *G:0* *H:4* *I:0*
Short courses on using library should be offered.	*3*
Sell a manual or handbook on using the library.	*3*
Tours too large, too rushed; generally negative	*22*
Tours good.	*10*
I learn about the library on my own.	*39*

17 IN THE LIBRARY YOU USE MOST OFTEN, DO YOU FIND THAT COPYING MACHINES ARE USUALLY

		no answer
848	ready to use	5252
2293	in use-so you have to wait less than 5 min.	3807
1915	in use-so you have to wait more than 5 min.	4185
1467	broken or out of paper	4564

Comments:

No Xerox in the library.	*39*
Don't use the library photocopy machine.	*30*

18 WHICH TYPE OF LIBRARY STUDY SPACE DO YOU PREFER

3427	individual desk or carrell
961	shared table
1297	no preference
412	no answer

19 HOW DO YOU RATE THE LIBRARY YOU USE MOST FREQUENTLY FOR

	excellent	good	adequate	poor	no opinion	no answer
its collection in your subjects	1490	2321	1252	389	275	373
hours of opening	1327	2604	1235	484	62	388
quietness of study areas	1020	1971	1658	906	134	411
availability of a convenient place to study	788	1786	1887	1043	161	435

20 OVERALL, DO YOU FEEL THAT THE SERVICES AND HOLDINGS OF THE UBC LIBRARIES ARE

1123	excellent
3449	good
1020	adequate
112	poor
58	no opinion
338	no answer

IV. WHICH LIBRARIES DO THEY USE?

Question 7 asked respondents to estimate how often they used each of the university libraries and reading rooms. In question 8, we asked them to identify the one which they used most frequently. It was necessary, in order to construct the appropriate correlations for "library used most frequently", that respondents be limited to one choice only. Where more than one answer was given for question 8, the most common example being Main and Sedgewick, only the first was coded. The reading room data has been tabulated at the end of the section.

In the tables below, the left hand column ranks the libraries by the number of respondents who used each most frequently (question 8). The right hand column ranks them by approximated total use per month (question 7 multiplied by the frequency values given in the discussion of question 5).

Most frequently used:		Total use per month (weighted*):	
Main	(1,622)	Main	(34,347)
Sedgewick	(1,415)	Sedgewick	(27,011)
Woodward	(1,188)	Woodward	(16,922)
Curric Lab	(366)	Wilson	(5,293)
Law	(235)	Curric Lab	(5,276)
BMB	(205)	Fine Arts	(4,302)
Fine Arts	(168)	Law	(4,199)
MacMillan	(156)	Gov't Pubns.	(3,466)
Mathematics	(104)	MacMillan	(2,986)
Music	(102)	BMB	(2,363)
Ecology	(53)	Music	(2,236)
Asian Studies	(52)	Special Collections	(2,183)
Wilson	(52)	Mathematics	(1,891)
Social Work	(34)	Asian Studies	(1,342)
Gov't Pubns.	(14)	Map Division	(1,306)
Crane	(9)	Ecology	(1,176)
Special Collections	(7)	Social Work	(654)
Map Division	(4)	Crane	(414)
Data Library	(4)	Data Library	(307)

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* Values: several times a week = 12 times a month
once/twice a week = 6 times a month
few times a month = 3 times a month
occasionally = 1/3 times a month

The libraries which recorded high total use compared to the number of respondents using them most frequently - Wilson, Maps, and Government Publications-tended to have a high proportion of use a few times a month or occasionally. The high placing of Wilson and Government Publications in the right hand column is startling.

In some cases, the total respondents who use a library several times a week exceeds the total who use it most frequently, e.g., Asian Studies (52 most frequently, 57 several times a week), Crane (9-24), Data (4-9), Government Publications (14-61), Maps (4-30), Special Collections (7-42), Wilson (52-162). This may be simply because some people use more than one library quite intensely. It may also be a reflection of use for studying.

8.1. Library used most frequently versus status (col.55 vs. col.2)

	Ecology	Asian St	Curric	Fine Arts	Law	MacM	Main	Soc Wk	Math	Music	Sedge	Wilson	Wood	ZSR	Others	Total
Undergrad	5	23	251	101	197	110	1,077	19	34	71	1,347	37	872	79	26	4,249
Graduate	25	20	54	50	24	28	304	10	22	12	20	4	153	42	4	774
Faculty	10	2	13	7	3	12	77	4	40	11	4	1	75	24	2	285
Staff	7	5	7	3	2	2	30	1	3	2	2	5	28	17	1	115
Other	4	2	8	6	9	3	125	—	4	6	33	3	56	41	6	306
TOTAL	51	52	335	167	235	155	1,613	34	103	102	1,406	50	1,184	203	39	5,729

8.2. Library used most frequently versus faculty (col.55 vs. col.3)

	Ecology	Asian St	Curric	Fine Arts	Law	MacM	Main	Soc Wk	Math	Music	Sedge	Wilson	Wood	ZSR	Others	Total
Agri Sci	1				3	82	16				19	1	42			164
Engineering	1		4		4	3	91		3		140	5	29		4	284
Arch/Plan	1			29		1	7				3		1			42
Nursing				1			3				3	1	179	2		193
Arts		34	1	30	13	1	703	2	8	4	505	13	36	3	12	1,367
Fine Arts	1	1	1	76		1	11		1	2	12		2			108
Music				1			1			90	3	3	1			99
Home Ec		1		2	1	1	19				34	1	61			120
Librarship				2	1		66								2	71
Soc Wk					1		6	29			3		3			42
Commerce	1	1	6	7	12		187		1		174	4	40		4	437
Education		1	312	6	3	1	132	1	2	2	91	8	22	2	3	588
Phys Ed			2	4	1		42				34		34			117
Forestry	2				1	62	2				1		12			81
Law					183		1									184
Med/Dent	1			1			4				3	2	145	165		321
Pharm Sci					1		4				3	1	127	3		141
Science	31	7	1	3	4		194	1	83		356	7	389	2	6	1,084
Other	11	3	2	1	1		26	1	3	1			27	1		78
TOTAL	50	48	329	163	229	133	1,520	34	101	99	1,388	46	1,150	178	33	5,521

Table 8.1. reveals a bulge in the faculty response. 14% of the faculty respondents use Mathematics frequently. 26% use Main most frequently, 27% use Woodward; no other library has more than 8% of the faculty using it most frequently. Enthusiastic distribution procedures of the survey in faculty mailboxes in the Math Building is the most likely explanation for this.

Table 8.2. profiles each library's clientele. Some such as Curriculum Laboratory and Music Library serve primarily one faculty or school. Others such as Fine Arts (18% from Architecture/Planning, 18% from Arts, 47% from Fine Arts) and MacMillan (54% from Agricultural Science, 41% from Forestry) draw from more than one faculty or school. Only 80% of those who use the Law Library most frequently are from Law. The rest come from nearly every other faculty or school listed and are presumably using Law as a study hall. The "Big 3" attract users from almost all faculties listed.

This table also shows the faculties and schools, which are disadvantaged by the library system on campus. Agricultural Science, Home Economics, Education, Physical Education, are examples which show clearly here, and which will appear again in Section V among the ranks of the inconvenienced.

Use of Reading Rooms (col.51-54, 56)

	several times a week	1-2 times a week	few times a month	occasionally	unspecified frequency	total use	most frequently used	most frequently used (mail faculty survey)
Adult Education	9	1	1	6	4	21	3	
Agricultural Economics	7	6	7	5		25	5	
Anthropology/Sociology	5	9	24	15	8	61	1	1
Applied Science	12	21	20	33	8	94	13	4
Architecture	9	18	18	22	2	69	9	1
Audiology	3	1		2		6	2	
Chemical Engineering	8	11	3	4	2	28	7	
Chemistry	39	18	17	31	2	107	28	9
Commerce	37	26	19	48	4	134	21	
Computer Science	10	11	6	17		44	9	5
Creative Writing	3	1		3	2	9		
Economics/History	34	28	32	58	3	155	19	5
English	3	6	7	48		64	2	
Geography	40	25	28	54	5	136	16	3
Geology	26	23	30	28	1	108	22	5
Geophysics/Astronomy	14	7	13	12		46	10	1
Home Economics	5	7	9	12		33	2	
Inst of Analysis & Planning	1			2		3	2	
Language Arts Res Centre	1	4	6	6		17	2	1
Librarianship	40	1	1	2		44	5	
Metallurgy	4	2	6	4		16	7	2
Microbiology	12	10	12	15		49	1	
Pharmacy	11	17	13	14		55		
Pharmacology	1		2	6		9		
Physics	25	33	18	33	4	113	19	7
Physiology	10	7	2	4	1	24	1	
Psychiatry	6	2	4	7		19	4	2
Psychology	5	2	5	14	1	27	1	
Reading	4	5	4	7	1	21	5	1
Rehab Medicine	3	3	2	2		10	1	
Theatre			4	8		12	2	
TRIUMF			3			3		
Vanc School of Theology	2	7	5	6		20	5	
Asian Studies	15	5	5	13	2	40	5	
Classics	5	1	3	8	1	18		
Comparative Literature	2			2	1	5		
Electrical Engineering	1	7	6	13		27	4	1
German	1	3	1	1		6		1
French	12		5	5		22	3	
Hispanic/Italian	4	1	1	3		9	4	
VCH (non-Univ)	5	3		3	2	13	2	
Home Management House	1			2		3		
Linguistics	5	2	3	4		14	3	
Mineral Engineering	2	1	4	2		9	2	
Philosophy	2	4	2	8	2	18	1	4
Political Science	17	5	9	30	2	63	4	
Religious Studies	1		1			2		a
Slavonic Studies	2	1	2	2		7	1	
Transportation	2	2	2	1		7	1	
Extended/Acute Care				2		2		
Soil Science	3	2	1	6		11		
Social Studies	1			3		4		
Law Faculty	1					1		
Other	5	5	11	19	2	42	1	1
TOTAL	476	358	377	635	60	1,925	---	---

no answer: (5845) (252)

IV. IS THE DECENTRALIZED SYSTEM CONVENIENT?

According to question 9, slightly less than half (46%) of the respondents find the present system convenient. 37% find it moderately convenient and 17% find it inconvenient. Thus, nearly a fifth of the respondents are discommoded by the present system of branch libraries.

9.1. Is decentralized system convenient versus status (col.57 vs. col.2)

	Yes	Moderately	No	Total
Undergraduate	1,998	1,615	622	4,235
Graduate	342	321	185	848
Faculty	164	104	55	323
Staff	51	39	27	117
Other	95	95	82	272
TOTAL	2,650	2,174	971	5,795

9.2. Is present decentralized system convenient versus library used most frequent'y (col.57 vs. col.55)

	Yes	Moderately	No	Total
Curriculum Laboratory	133	128	69	330
Fine Arts	55	61	47	163
Law	140	49	23	212
MacMillan	86	51	19	156
Main	622	623	325	1,570
Math	68	28	7	103
Music	50	36	13	99
Sedgewick	574	566	228	1,368
Woodward	592	420	160	1,172
Biomedical Branch	115	26	20	161
Other	96	92	36	224
TOTAL	2,531	2,080	947	5,558

9.3. Is decentralized system convenient versus faculty (col.57 vs. col.3)

	Yes	Moderately	No	Total
Agricultural Science	73	62	34	169
Engineering	156	112	46	314
Architecture	15	8	4	27
Planning	5	11	10	26
Nursing	65	86	38	189
Arts	558	564	266	1,388
Fine Arts	37	37	29	103
Music	50	35	12	97
Home Economics	45	52	23	120
Librarianship	28	31	15	74
Social Work	17	21	3	41
Commerce	234	159	56	449
Education	220	250	121	591
Physical Education	41	53	20	114
Forestry	53	22	[illegible]	[illegible]
Law	106	42	14	[illegible]
Medicine/Dentistry	190	68	37	[illegible]
Pharmaceutical Science	81	44	12	[illegible]
Science	579	424	146	1,1[illegible]
Other	35	30	21	86
TOTAL	2,588	2,111	914	5,613

From where do the unhappy respondents come? Table 9.2. shows that Curriculum Laboratory, Fine Arts, and Main have slightly more discontented users in proportion to the total sample. Curriculum Laboratory users make up 6% of the total sample but account for 7% of the "no" respondents. Main users make up 28% of the total but account for 34% of the negative replies, and Fine Arts, 3% of the total but 34% of "no" respondents. Table 9.3. shows the faculties with more than their share of unhappy respondents. Nursing (4%, 3%), Arts (29%, 25%), Education (13%, 11%), and Planning (1%, .5%) have proportionately more "no" respondents. (The first figure in brackets is the % of "no" answers, the second the % of the total sample each faculty composes.) No other libraries or faculties have a greater percentage of "no" respondents than their proportion of the total, so these percentages, although not large, are nonetheless worth noting.

In general, graduates are less happy with the system than faculty or undergraduates - only 40% of graduates find the system convenient and 22%, inconvenient. Faculty and undergraduate response was close to average with faculty slightly more positive (51% finding it convenient).

Libraries ranked by % of "yes"	
Biomedical Branch	71%
Law, Mathematics	66%
MacMillan	55%
Woodward, Music	51%
Sedgewick	42%
Main, Curric Lab	40%
Fine Arts	34%

Faculties ranked by % of "yes"	
Law	65%
Medicine,Pharmacy	64%
Pharmaceutical Science	59%
Commerce	52%
Science,Engineering	50%
Agricultural Science	43%
Arts	40%
Home Economics	38%
Education	37%
Fine Arts	36%
Nursing	34%

As these tables indicate, the responses, whether grouped by library used most frequently or by academic affiliation, can be divided into two classes. The first consists of those for which over half find the system more than moderately convenient (with about 7-15% finding it not convenient); the second of those for which less than half find it so (with about 20% finding it not convenient). Both Fine Arts users and affiliates ranked near the bottom of this second class with nearly 30% finding the system inconvenient.

9.4. Is present decentralized system convenient versus overall impression (col.57 vs. col.148)

	Yes	Moderately	No	Total
Excellent	651	315	112	1,078
Good	1,539	1,287	506	3,332
Adequate	292	440	247	979
Poor	25	32	52	109
No Opinion	30	11	9	50
Total	2,537	2,085	926	5,548

There is some correlation between respondents' feelings about the decentralized system and their overall rating of the Library (question 20). 25% of those who thought the system was convenient rated the Library excellent, while only 15% of those who found it moderately convenient and 12% of those who found it inconvenient rated it excellent.

There are more written comments in favour of a decentralized system than against. These are best summed up by a comment from an undergrad arts student:

> Decentralization is the optimal solution since most people's academic interests are in 3 or 4 branches, a centralized system would be too massive, too congested and too impersonal. Although the present decentralized system is definitely inconvenient in terms of travel time between each separate branch, the trade-off is that individual attention is possible in the smaller branches and greater familiarity with the staff and material available.

Most found that the materials within each library are fairly well correlated with the departments or faculties they primarily serve," and that the "Main Library is already rather big". Four respondents approved decentralization as it keeps the less serious library users away from the more serious users, in fact "you don't get all the jerks and first year kids in the more studious libraries". A UBC faculty respondent replies, "Please keep decentralized. I do not wish a new main library".

Complaints about decentralization came, as is to be expected, mostly from people in interdisciplinary areas; i.e. Curriculum Laboratory and Main for Education students; Main, MacMillan, Sedgewick and Woodward for Home Economic students; Social Work, Woodward and Main for Nursing & Gerontology, MacMillan and Woodward for Forestry/Agriculture students.

The interdisciplinary problem areas are: Psychology, books in Woodward and Main; Planning, books all over; BMB, more books need to be both in BMB and Woodward; Nursing and gerontology, books spread through five libraries and reading rooms, the distance between Woodward and Social Work being especially inconvenient; Home Economics, relevant material can be found in Main, Forestry/ Agriculture, Sedgewick and Woodward; Juvenile literature, it was felt that the juvenile collection should be moved from Main to Curric Lab.

Other complaints against decentralization included:

1. time wasted "scurrying about campus".
2. duplication of books and journals,
3. different libraries having different rules and procedures.

Of all comments on question 9, 52 are basically pro and 34 against a decentralized system.

"The problem is not the decentralization so much as the fact that each library has different rules and procedures."

"At least I get some exercise. In general, I would prefer a single, central library. I also suggest that reading rooms should be funded wholly by their departments. Too much expensive overlap in the system."

University of New Mexico General Library
General Library Budget Survey

May 1983

The General Library is currently planning which operations or services will have to be curtailed due to the 4% budget reduction. Your input is needed to assist in this planning; please respond to this questionnaire today. Return it to the box at the library entrance as promptly as possible.

Mark your opinions about each of the POSSIBLE service reductions described in the questions below. The scales range from 1 (strongly disagree) to 5 (neutral) to 9 (strongly agree) for each statement.

1. Eliminate reference service before 10:00 a.m.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

2. Eliminate reference service on Sunday

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

3. Eliminate reference service on Saturday

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

4. Eliminate reference service after 6:00 p.m. on Wednesday and Thursday

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

5. Merge the Parish Library into Zimmerman Library

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

6. Merge Tireman Library into Zimmerman Library

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

7. Merge Fine Arts Library into Zimmerman Library

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

8. Reduce the book budget

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

9. Reduce the journal budget

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

10. Eliminate the present subsidy for online database searches

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

11. Reduce the present subsidy for online database searches

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

12. Eliminate telephone reference service

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

13. Eliminate Listening Center service on Saturday

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

14. Eliminate Listening Center service on Sunday

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

15. Reduce weekday Listening Center service hours

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

16. Eliminate taping service

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

17. Reduce reserve book services to a maximum of 10 items per course

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

18. Reduce rate of cataloging post-1980 books and journals

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

19. Reduce rate of cataloging pre-1980 books and journals

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

20. Reduce rate of cataloging Spanish and Portuguese language books

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

21. Reduce rate of cataloging other foreign language books

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

22. Reduce number of journals bound per year

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

23. Delay opening of all libraries until 9:00 a.m.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

24. Close all libraries at 10:00 p.m.

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

25. Close all libraries on Saturday

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

26. Close Parish and Fine Arts libraries at 6:00 p.m. Sunday

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

27. Close all branch libraries at 6:00 p.m. daily

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

28. Open Tireman library only from 12:00 to 5:00 p.m. weekdays

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

29. I am a _____ graduate _____ undergraduate student.

30. My major field of study is _____

COMMENTS:

12 June 1983

To: Bob Migneault, Alice Clark, Harry Broussard, Jean Sohn

From: Dan Lester

Re: Summary Report on Budget Survey

This report provides an overview of the results of the Budget Survey that was distributed to patrons and to faculty members during May, 1983. All 142 student responses were returned before finals week. The faculty responses, totalling 278 from all colleges, were accepted through May 18, 1983. Since that time I have entered all responses into the computer and analyzed the data with a number of SPSS programs, including Frequencies and Crosstabs. I have also compiled all comments that were made; they follow below on pages 6 to 17.

The rankings for the priorities of services to retain are listed below:

Rankings of Priorities from All Respondents

1.543	Reduce the book budget
1.714	Reduce the journal budget
1.845	Close libraries on Saturday
2.146	Reduce post-1980 cataloging rate
2.941	Reduce pre-1980 cataloging rate
3.453	Reduce journal binding rate
3.506	Eliminate Reference on Saturday
3.699	Close all branches at 6 PM daily
4.180	Delay opening libraries until 9 AM
4.192	Eliminate database searching subsidy
4.223	Reduce Spanish cataloging rate
4.246	Merge Fine Arts and Zimmerman
4.296	Eliminate Reference on Sunday
4.478	Reduce foreign language cataloging rate
4.632	Eliminate Reference Wed, Thurs eve
4.649	Close libraries at 10 PM
4.769	Merge Parish and Zimmerman
5.000	Open Tireman 12 to 5 PM daily
5.025	Eliminate Reference before 10 AM
5.030	Reduce reserve books to 10 per course
5.068	Eliminate taping service
5.104	Eliminate telephone reference service
5.151	Merge Tireman and Zimmerman
5.169	Reduce Listening Center hours
5.266	Eliminate Listening Center Saturday
5.292	Reduce database searching subsidy
5.422	Close Parish and FAL at 6 PM Sunday
5.770	Eliminate Listening Center Sunday

Rankings of Priorities from Students

1.709	Reduce the book budget
1.986	Close libraries on Saturday
2.204	Reduce the journal budget
2.559	Close all branches at 6PM daily
2.642	Reduce post-1980 cataloging rate
3.079	Merge Fine Arts and Zimmerman
3.220	Eliminate Reference on Sunday
3.248	Eliminate Reference on Saturday
3.254	Reduce pre-1980 cataloging rate
3.809	Merge Parish and Zimmerman
3.809	Reduce journal binding rate
3.841	Eliminate database searching subsidy
3.877	Close libraries at 10 PM
3.993	Close Parish and FAL at 6 PM Sunday
4.043	Eliminate Reference before 10 AM
4.092	Eliminate Reference Wed, Thurs eve
4.101	Eliminate taping service
4.128	Reduce Listening Center hours
4.146	Delay opening libraries until 9 AM
4.222	Eliminate telephone reference service
4.361	Reduce Spanish cataloging rate
4.434	Open Tireman 12 to 5 PM daily
4.489	Reduce foreign language cataloging rate
4.507	Merge Tireman and Zimmerman
4.695	Eliminate Listening Center Saturday
4.797	Reduce database searching subsidy
4.955	Eliminate Listening Center Sunday
5.022	Reduce reserve books to 10 per course

Rankings of Priorities from Faculty Members

1.458	Reduce the book budget
1.467	Reduce the journal budget
1.772	Close libraries on Saturday
1.900	Reduce post-1980 cataloging rate
2.785	Reduce pre-1980 cataloging rate
3.271	Reduce journal binding rate
3.643	Eliminate Reference on Saturday
4.151	Reduce Spanish cataloging rate
4.198	Delay opening libraries until 9 AM
4.312	Close branches at 6 PM daily
4.367	Eliminate database searching subsidy
4.473	Reduce foreign language cataloging rate
4.868	Eliminate Reference on Sunday
4.882	Merge Fine Arts and Zimmerman
4.923	Eliminate Reference on Wed, Thurs eve
5.034	Reduce reserve books to 10 per course
5.049	Close libraries at 10 PM
5.275	Merge Parish and Zimmerman
5.308	Open Tireman 12 to 5 PM daily
5.502	Merge Tireman and Zimmerman
5.537	Eliminate Reference before 10 AM
5.542	Reduce database searching subsidy
5.562	Eliminate telephone reference service
5.582	Eliminate Listening Center Saturday
5.585	Eliminate taping service
5.749	Reduce Listening Center hours
6.184	Close Parish and FAL at 6 PM Sunday
6.224	Eliminate Listening Center Sunday

The priority rankings have been printed on separate pages so that you may, if you wish, separate the pages in the report and compare the rankings between groups. Overall, there is a great deal of similarity between the student, faculty, and combined ratings. The faculty are slightly more interested in buying books and having them cataloged; . the students are slightly more interested in keeping the library services available in early and late hours and on weekends. Both groups, however, feel that buying books and journals, keeping the libraries open on Saturday, and cataloging current books are the top priorities. There are no services that are widely considered dispensable, although the lesser known or lesser used services such as taping or the Listening Center are less important to most respondents.

Although there are a number of differences between faculty and student responses, the differences are small enough to be of little practical importance. Respondents also differ by library used or college affiliation, but only in the expected areas such as the importance of retaining their favorite branch. Fine Arts users feel most strongly about their branch; Parish users are also vocal about retaining the branch, but some of them are strongly in favor of merger with Zimmerman. Tireman users are least convinced of retaining their branch as a separate entity. These breakdowns are displayed in a computer printout that is being provided to Alice Clark. I can produce extra copies of any computer reports if you wish; just let me know how many you need.

Graduate Students

UNIVERSITY OF CALIFORNIA, RIVERSIDE

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

THE UNIVERSITY LIBRARY

P.O. BOX 5900, RIVERSIDE, CALIFORNIA 92517

October 17, 1983

Dear Student:

The UCR Library is offering a $50.00 incentive award to one student among the 1500 randomly selected students chosen to complete this library survey. The Library is currently involved in a major study to evaluate the services we offer. The information we gain from this survey and a corresponding faculty survey will help us evaluate the effectiveness of our current services and design new services.

Your completed survey should be placed in the envelope provided. It may be deposited in boxes set up in the General Library, the Physical Sciences Library and the Bio-Agricultural Library or left at the front desk of Lothian or A & I for return to the General Library through campus mail. If you live off campus, a stamped self-addressed envelope has been included with your survey for return to the General Library. You can be assured of the complete confidentiality of your response.

If you are interested in participating in the contest for the $50.00 award, please fill out the coupon below and return it with your completed survey. The survey should be returned no later than November 3, 1983. The winner of the $50.00 award will be selected on November 4, 1983 and notified the same day by phone or the next day by mail.

Thank you for your help.

Joan Chambers

Joan Chambers, University Librarian

Name_____ Phone_____

Local Address_____

UCR LIBRARY SERVICES SURVEY

October, 1983

PLEASE INDICATE WHETHER YOU ARE: (MARK ONE ONLY)

____ MASTERS CANDIDATE
____ DOCTORAL CANDIDATE

WITH WHAT DEPARTMENT ARE YOU AFFILIATED?

_____

OW LONG HAVE YOU BEEN A STUDENT ON THIS CAMPUS?

____ LESS THAN ONE YEAR
____ 1 - 2 YEARS
____ 2 - 3 YEARS
____ MORE THAN THREE YEARS

PLEASE TELL US HOW FREQUENTLY YOU USE THE FOLLOWING UCR LIBRARIES.

	NOT AT ALL	ALMOST EVERY DAY	SEVERAL TIMES PER WEEK	ONCE A WEEK	ONCE A MONTH	SEVERAL TIMES A YEAR
GENERAL LIBRARY	____	____	____	____	____	____
BIO-AGRICULTURAL LIBRARY	____	____	____	____	____	____
PHYSICAL SCIENCES LIBRARY	____	____	____	____	____	____
MUSIC LIBRARY	____	____	____	____	____	____

ARE THE LIBRARY HOURS ADEQUATE FOR YOUR PURPOSES?

____ YES
____ NO

PLEASE INDICATE DURING WHICH OF THE EVENING HOURS YOU USE THE FOLLOWING UCR LIBRARIES.

	USE ONLY IN DAYTIME	MON-THURS 5PM-8PM	MON-THURS 8PM-10PM	MON-THURS 10P-12AM	SUNDAY 5PM-8PM	SUNDAY 8PM-10PM	SUNDAY 10PM-12AM
GENERAL LIBRARY	____	____	____	____	____	____	____
BIO-AGRICULTURAL LIBRARY	____	____	____	____	____	____	____
PHYSICAL SCIENCES LIBRARY	____	____	____	____	____	____	____
MUSIC LIBRARY	____	____	____	____	____	____	____

PRESENTLY, MAGAZINE/JOURNAL ISSUES BOUND TOGETHER IN BOOK FORM MAY BE CHECKED OUT. WOULD YOU PREFER THAT THEY BE FOR USE IN THE LIBRARY ONLY?

____ YES
____ NO
____ NO OPINION

PRESENTLY, SINGLE MAGAZINE/JOURNAL ISSUES MAY BE CHECKED OUT. WOULD YOU PREFER THAT THEY BE FOR USE IN THE LIBRARY ONLY?

____ YES
____ NO
____ NO OPINION

PLEASE GO ON TO NEXT PAGE

8. How do you feel about waiting in line at the Circulation Desk(s)?

_____ Generally have not had to wait
_____ Don't mind waiting
_____ Am often frustrated
_____ No opinion

9. When you go to the Library, what do you usually do?
(Mark all that apply)

_____ Use the card catalog
_____ Check out books or journals/magazines
_____ Study my own material
_____ Use material my instructor puts on reserve
_____ Look for material on specific topics.
_____ Read newspapers, magazines, and books just for fun
_____ Meet a friend
_____ Other
_____ I've never used the Library

10. Do you find what you need in the UCR library you use most often?

_____ Always
_____ Most of the time
_____ Sometimes
_____ Never

11. Have you encountered problems in locating specific books or bound journals due to the physical layout of the books shelves?

_____ No
_____ Yes - Please specify if you can, the library and the floor and/or subject area) _____

_____

12. If you have difficulty finding something in the library, what is the FIRST step you would take?

_____ I would ask a library staff member for help.
_____ I would look for a library brochure to answer my question
_____ I would ask another library user for help
_____ I would try to find it myself without any help.
_____ Other_____

13. In general, have you found the library staff to be pleasant?

_____ All of the time
_____ Most of the time
_____ Some of the time
_____ Never

14. Do you feel a sincere effort is usually made by library staff to help you?

_____ Usually yes
_____ Usually no
_____ I have never talked to library staff

15. If you have never asked a library staff member for assistance, please indicate the reason.

_____ I didn't need help
_____ I felt embarrassed to ask for help
_____ The staff members looked too busy
_____ I didn't know it was O.K. to ask
_____ I didn't think anyone could help me
_____ Other (please explain)_____

16. Have you ever made or wanted to make a suggestion or complaint about:
(Mark all that apply)

_____ Library Staff
_____ Services
_____ Collections
_____ Facilities
_____ Other _____
_____ Never felt need to complain

PLEASE GO ON TO NEXT PAGE

17. In general, do you find the library staff members receptive to your suggestions or complaints?

____ Yes
____ No
____ Never made a suggestion or complaint

18. Are you aware of the computerized access (called MELVYL) to the card catalogs of the UC campuses?

____ Yes, but I have not used it.
____ Yes, and I have used it.
____ No

19. Which of the following library services do you think would help increase your knowledge of the library's resources and services? (Mark any that apply)

____ Librarians giving a brief lecture and tour of the library tailored to your course.
____ Librarians giving a brief lecture tailored to your course in the classroom.
____ Students doing prearranged library exercises developed by your instructor and a librarian.
____ Librarians working with you on your particular projects.
____ Written guides on how to use the library resources and services.
____ Other.. (Please specify on last page of survey).

20. Do you feel that the library's collection in your discipline is:

	Excellent	Satisfactory	Unsatisfactory
Graduate Research	____	____	____
Keeping current in your discipline	____	____	____

COMMENTS:

_____

PLEASE GO ON TO NEXT PAGE

THE NEXT SET OF QUESTIONS IS DESIGNED TO MEASURE YOUR AWARENESS OF, USE OF, AND SATISFACTION WITH LIBRARY SERVICES.

PLEASE BE SURE TO MARK ONE ITEM IN THIS SECTION AND ONE ITEM IN THIS SECTION →

	USE					SATISFACTION		
	I AM NOT AWARE OF THIS SERVICE	I AM AWARE OF THIS SERVICE BUT DON'T USE IT.	I USE IT 1-5 TIMES PER YR.	6-10 TIMES PER YR.	11 OR MORE TIMES PER YR.	I AM SATISFIED WITH THIS SERVICE	I AM DISSATISFIED WITH THIS SERVICE	DOES NOT APPLY
21. BOOK CIRCULATION - CHECK-OUT AND RETURN OF LIBRARY MATERIALS.	___	___	___	___	___	___	___	___
22. BOOK SEARCH - IF A BOOK IS MISSING, CIRCULATION DEPARTMENTS WILL LOCATE IT FOR YOU.	___	___	___	___	___	___	___	___
23. BOOK RENEWAL - EXTENDING THE DATE THAT A BOOK IS DUE.	___	___	___	___	___	___	___	___
24. BOOK RECALL - IF SOMEONE HAS CHECKED OUT A BOOK, THEY WILL BE ASKED TO RETURN IT PROMPTLY AND IT WILL BE HELD FOR YOU.	___	___	___	___	___	___	___	___
25. HOLD - WHEN A BOOK YOU REQUEST IS RETURNED, YOU WILL BE NOTIFIED IT IS BEING HELD FOR YOU.	___	___	___	___	___	___	___	___
26. PHOTODUPLICATION UNIT (GENERAL LIBRARY) - COPYING CAN BE DONE FOR YOU AND PAPER COPIES CAN BE MADE FROM MICROFORMS.	___	___	___	___	___	___	___	___
27. BROCHURES - DESCRIPTIONS OF LIBRARY SERVICES AND FACILITIES.	___	___	___	___	___	___	___	___
28. INTERCAMPUS BUS - PROVIDES TRANSPORTATION TO AND FROM UCLA, MONDAY THROUGH SATURDAY FOR RESEARCH AND UNIVERSITY BUSINESS.	___	___	___	___	___	___	___	___
29. CURRENT SERIALS SECTION - (IN THE BIO-AGRICULTURAL AND PHYSICAL SCIENCES LIBRARIES) - THE SECTIONS WHERE UNBOUND MAGAZINES/JOURNALS ARE SHELVED.	___	___	___	___	___	___	___	___

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PLEASE GO ON TO NEXT PAGE

THE NEXT SET OF QUESTIONS IS DESIGNED TO MEASURE YOUR AWARENESS OF, USE OF, AND SATISFACTION WITH LIBRARY SERVICES.

PLEASE BE SURE TO MARK ONE ITEM IN THIS SECTION AND ONE ITEM IN THIS SECTION →

	USE					SATISFACTION		
	I AM NOT AWARE OF THIS SERVICE	I AM AWARE OF THIS SERVICE BUT DON'T USE IT.	I USE IT 1-5 TIMES PER YR.	I USE IT 6-10 TIMES PER YR.	I USE IT 11 OR MORE TIMES PER YR.	I AM SATISFIED WITH THIS SERVICE	I AM DISSATISFIED WITH THIS SERVICE	DOES NOT APPLY
30. PERIODICALS READING ROOM (IN THE GENERAL LIBRARY) - THE SECTION WHERE UNBOUND MAGAZINES/JOURNALS AND NEWSPAPERS ARE SHELVED.	____	____	____	____	____	____	____	____
31. RESERVE BOOK ROOM (GENERAL LIBRARY) KEEPS BOOKS RESERVED FOR USE BY MANY STUDENTS DURING A QUARTER.	____	____	____	____	____	____	____	____
32. RESERVES UNITS (BIO-AGRICULTURAL AND PHYSICAL SCIENCES LIBRARIES) - KEEPS BOOKS RESERVED FOR USE BY MANY STUDENTS DURING A QUARTER.	____	____	____	____	____	____	____	____
33. MAP COLLECTIONS (GENERAL AND PHYSICAL SCIENCES LIBRARIES)	____	____	____	____	____	____	____	____
34. GOVERNMENT PUBLICATIONS DEPARTMENT (GENERAL LIBRARY) PROVIDES REFERENCE SERVICE AND ACCESS TO A COLLECTION OF GOVERNMENT PUBLICATIONS AND LAW MATERIALS.	____	____	____	____	____	____	____	____
35. MEDIA STUDY CENTER - PROVIDES FACILITIES FOR AUDIO AND VIDEO TAPE VIEWING, FILMSTRIP AND SLIDE VIEWING,	____	____	____	____	____	____	____	____
36. EDUCATION SERVICES - MAKES AVAILABLE EDUCATION MATERIALS WHICH CAN BE USED IN THE CLASSROOM FROM KINDERGARTEN TO TWELFTH GRADE AS WELL AS TESTING MATERIALS AND CURRICULUM GUIDES.	____	____	____	____	____	____	____	____
37. COMPUTER LITERATURE SEARCHING - REFERENCE LIBRARIANS SEARCH INDEXES THROUGH A COMPUTER AND PRODUCE A LIST OF SOURCES.	____	____	____	____	____	____	____	____

PLEASE GO ON TO NEXT PAGE

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PLEASE BE SURE TO MARK ONE ITEM IN THIS SECTION AND ONE ITEM IN THIS SECTION →

	USE					SATISFACTION		
	I AM NOT AWARE OF THIS SERVICE	I AM AWARE OF THIS SERVICE BUT DON'T USE IT.	I USE IT 1-5 TIMES PER YR.	6-10 TIMES PER YR.	11 OR MORE TIMES PER YR.	I AM SATISFIED WITH THIS SERVICE	I AM DISSATISFIED WITH THIS SERVICE	DOES NOT APPLY
38. INTERLIBRARY LOAN UNITS - IF UCR DOES NOT OWN THE MATERIAL YOU NEED, WE WILL GET IT FROM ANOTHER LIBRARY FOR YOU.	____	____	____	____	____	____	____	____
39. REFERENCE DESKS - LIBRARIANS WILL ASSIST YOU WITH YOUR RESEARCH NEEDS AND/OR OBTAINING FACTUAL INFORMATION.	____	____	____	____	____	____	____	____
40. INSTRUCTION IN LIBRARY USE - LIBRARIANS PROVIDE A LECTURE ON LIBRARY RESOURCES AND STRATEGIES TAILORED TO YOUR CLASS.	____	____	____	____	____	____	____	____
41. TYPING ROOM - (GENERAL LIBRARY) TYPEWRITERS AVAILABLE FOR YOUR USE ON A FIRST COME/FIRST SERVED BASIS.	____	____	____	____	____	____	____	____

IF YOU HAVE BEEN DISSATISFIED WITH ANY SERVICE, PLEASE TELL US WHY:

_____

_____

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PLEASE GO ON TO NEXT PAGE

42. WOULD YOU LIKE TO BE ABLE TO USE A COMPUTER TERMINAL YOURSELF TO FIND THE FOLLOWING?

___ WHETHER SPECIFIC BOOKS OR JOURNALS ARE CHECKED OUT
___ THE STATUS OF A BOOK OR JOURNAL TITLE WHICH HAS BEEN ORDERED FOR THE LIBRARY COLLECTION.
___ NOT INTERESTED.

43. DO YOU FEEL YOUR PERSONAL PROPERTY IS SAFE IN THE LIBRARY?

___ YES
___ NO
___ NO OPINION

44. WHAT SERVICES/POLICIES WOULD YOU FIND HELPFUL TO SEE EXPLAINED IN PRINT?

45. PLEASE INCLUDE HERE ANY COMMENT YOU WOULD LIKE TO MAKE REGARDING THE LIBRARY AND ITS SERVICES.

If you are a Teaching Assistant, please complete the next page. If you are not a Teaching Assistant, this is the end of the survey. Thank you for taking the time to complete it. Please return the survey to Circulation Services, General Library by November 1.

COMPLETE THIS PAGE ONLY IF YOU ARE A TEACHING ASSISTANT

46. Do you encourage your students to use the library?

____ Yes
____ No

47. Do you encourage your students to consult with a reference librarian to:

	YES	NO
Identify appropriate reference sources	____	____
Compile a bibliography	____	____
Verify a citation	____	____
Obtain answers to factual questions	____	____
Request a computerized literature search	____	____

Other:_____

48. How do you make your students aware of library resources such as indexes, abstracts, catalogs, and computerized databases in your field? (Mark all that apply)

____ Mention these resources in class.
____ Make specific assignments to use these resources.
____ Arrange for a librarian to explain these resources to class.
____ Expect the student to find out on their own.
____ Other:_____

49. Do you feel that the library's collection in your discipline is:

	EXCELLENT	SATISFACTORY	UNSATISFACTORY
Undergraduate Projects	____	____	____
Your teaching preparation	____	____	____

COMMENTS:

_____

_____

50. Do you think your students' undertanding of the library is:

____ Good; they know how to find what they need
____ Adequate, they seem to get by
____ Less than adequate, they seem confused by the library.
____ Less than adequate, they seem intimidated by the library.

Thank you for taking the time to complete this survev. Please return it to Circulation Services, General Library by November 3, 1983.

External Users
November, 1983

UCR LIBRARY USER SURVEY

1. Please indicate whether you are a:
   ____ CSC-San Bernardino student
   ____ University of Redlands student
   ____ Loma Linda University student
   ____ Riverside City College student
   ____ Student at any other school: _____
   Name of school
   ____ Not a student

2. What is your usual reason for coming to the UCR Library? (Please mark only one.)
   ____ To find information or to use library materials related to my academic work.
   ____ To find information or to use library materials related to my business or profession or job.
   ____ To find information or to use library materials for my personal use (pleasure reading, consumer information, hobbies, genealogy, etc.)
   ____ To use the building to read or study my own materials.
   ____ To use services or library materials not available at my school or public library. Please explain: _____
   _____
   ____ Other reason: _____
   _____

3. Which UCR Library do you most frequently use? (Please mark only one.)
   ____ General Library
   ____ Bio-Agricultural Library
   ____ Physical Sciences Library
   ____ Music Library
   ____ This is my first visit to any UCR Library

4. Please tell us when you most frequently use the UCR Library you checked above.
   ____ During the daytime on a weekday
   ____ During the evening on a weekday
   ____ During the daytime on weekends
   ____ During the evening on weekends
   ____ This is my first visit to any UCR Library

5. If you have had any dealings with library staff, how do you feel about the way you were treated? (Were staff polite, pleasant, and did they try to help you?)
   ____ I am very satisfied with how I've been treated.
   ____ I am generally satisfied with how I've been treated.
   ____ I am generally not satisfied with how I've been treated.
   ____ I am very dissatisfied with how I've been treated.
   ____ I have not had any dealings with library staff.

   Please make any comments you would care to here about your dealings with library staff.
   _____
   _____
   _____

6. Please tell us how you learned about the services and collections available at the UCR Library. (Mark all that apply.)

____ Staff at your home campus or library
____ Brochures from your home campus or library
____ UCR Library or campus staff
____ Brochures from the UCR Library or campus
____ Staff at your public library
____ Friends or acquaintances who use the UCR Library
____ Special UCR Library or campus programs (e.g., campus Open House, Library book sale, Friends of the UCR Library, etc.). Please specify: _____

_____

7. Have you encountered problems in locating materials or services due to the physical layout of the bookshelves?

____ No
____ Yes (Please specify, if you can, the library and the floor and/or subject area that caused you problems.) _____

_____

8. Do you feel your personal property is safe in the library?

____ Yes
____ No
____ No opinion

9. Please indicate whether or not you are aware of the following services:

	Aware of service	Not aware of service
Circulation services (checkouts, renewals, holds, searches)	_____	_____
Photoduplication	_____	_____
Periodicals Reading Room (current serials section)	_____	_____
Reserve Book Room	_____	_____
Government Publications Department	_____	_____
Reference desks	_____	_____
Education Services	_____	_____
Computer Literature Searching	_____	_____

10. What services or policies would you find helpful to see explained in print?

_____

11. As an off-campus user, are you satisfied with the range of UCR Library services available to you?

____ Yes
____ No (If you are not satisfied, what are your concerns about services?

_____

_____

12. Please include here any other comments you would like to make regarding the Library and its services. Include any suggestions you have for additional services.

_____

_____

NEW YORK UNIVERSITY LIBRARIES

LIBRARY OPINION SURVEY

The faculty and staff of the Bobst Library would appreciate your taking a few minutes to share with us your opinions regarding library facilities, services and staff and your attitudes and feelings regarding use of the library. These opinions will be of help to us in becoming better acquainted with the needs of our users and in designing programs to better meet these needs.

Thank you for your cooperation.

Please fill in the appropriate responses below.

Sex: Male_____ Female_____

Age(in years): _____

Year in school: Undergraduate 1_____ 2_____ 3_____ 4_____
Graduate 1_____ 2_____ 3_____ 4_____
5 or more_____
Faculty _____
Staff or administration _____

Full time _____ Part time _____

Major subject or area of specialization _____

How often do you use the library: Almost every day _____
Several times a week _____
About once a week _____
Twice a month _____
Once a month _____
Only occasionally _____

LIBRARY OPINION SURVEY

The following statements describe opinions and attitudes about the library, library staff and library materials. Please indicate the response which best reflects how you feel by checking the appropriate box.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. It is difficult to locate books on the shelves.	☐	☐	☐	☐
2. Library skills will be useful even when I am no longer in school.	☐	☐	☐	☐
3. The library is a place where I like to study.	☐	☐	☐	☐
4. Journal indexes such as Reader's Guide to Periodical Literature are difficult to use.	☐	☐	☐	☐
5. When I am researching a topic, I can usually find adequate information in the library.	☐	☐	☐	☐
6. Librarians are knowledgable in areas other than library science.	☐	☐	☐	☐
7. There are too many rules and regulations in the library.	☐	☐	☐	☐
8. All students need to know how to use the university library.	☐	☐	☐	☐
9. I have found that librarians are usually eager to help me use the library.	☐	☐	☐	☐
10. It is difficult to use the card catalog.	☐	☐	☐	☐
11. Librarians are skillful in communicating information.	☐	☐	☐	☐
12. I am very familiar with what is available in Bobst Library.	☐	☐	☐	☐

	Strongly Agree	Agree	Disagree	Strongly Disagree
13. It is difficult to obtain information about where things are located in the library.	☐	☐	☐	☐
14. I have a feeling of accomplishment when I have used the library.	☐	☐	☐	☐
15. I believe the reference librarian can be of great help to me when I do research.	☐	☐	☐	☐
16. Students who use the library get better grades.	☐	☐	☐	☐
17. I can use the library without the help of a librarian.	☐	☐	☐	☐
18. It is difficult to locate journals on the shelves.	☐	☐	☐	☐
19. Whenever possible I try to do my course-work without using the library.	☐	☐	☐	☐
20. Government documents are a good source of information for undergraduate research papers.	☐	☐	☐	☐
21. I feel anxious when I go to the library.	☐	☐	☐	☐
22. If I don't know where to locate information, I ask for help from a librarian.	☐	☐	☐	☐
23. Using libraries is a frustrating experience.	☐	☐	☐	☐
24. Encyclopedias are a good starting point for research.	☐	☐	☐	☐
25. I feel uncomfortable asking for assistance in a library.	☐	☐	☐	☐
26. I prefer to buy books when I can rather than go to the library.	☐	☐	☐	☐
27. Librarians usually understand what information I want.	☐	☐	☐	☐
28. The library is a place where I like to be.	☐	☐	☐	☐
29. I usually don't know what questions to ask the librarian when I am doing research.	☐	☐	☐	☐

EARTH SCIENCE LIBRARY

U S E R S U R V E Y - 1983

RESULTS

During the week of April 25th, the Earth Science Library (ESL) User Survey 1983 was conducted and completed. One hundred and nine (109) responses were received, many with comments. Of the 109 respondents, 84.4% use the ESL weekly, more than twice a week, or daily. During April, the average traffic count in the ESL for one week was 309.75 people. Using the figures provided in the survey, an estimated minimum traffic count would be:

Weekly use	29 x 1	= 29
More than twice a week.....	42 x 3(min)	=126
Daily use.....	21 x 5(min)	=105
TOTAL		260

Derived from the survey, this gives a traffic count of 260 people in the ESL which translates into a return of 83.94% of the total use of the ESL for that week. Phrased differently, this says that 83.94% of the potential respondents filled in a survey. Statistically, this gives an excellent base upon which to interpret the results below.

By far the heaviest use of the ESL is made by the graduate students. At any given time approximately 60.5% of the total people in the ESL will be graduate students followed by: 22% undergraduates; 13.8% faculty; and, 3.7% non university affiliated patrons. Excluding the emeritus geology faculty, taking a count from the 1982/83 university directory, 15 out of 21 or 71.4% of the geology faculty make regular use of the ESL weekly or more. This is not surprising as the collection is conveniently available.

What are these individuals doing in the ESL? The survey shows that most are there to locate materials. There is heavy use made of the reserve collection. The ESL survey further shows that ESL patrons are highly successful in finding what they want. Access through the public card catalog is usually successful for a desired item. Most people find the ESL collection very good including half of the faculty. One faculty member said the collection was excellent. Having no real background for a sound judgement, one undergraduate said the collection was

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poor - not that there is not room for improvement. Of the respondents, 38.5% including the other half of the faculty consider the collection adequate to good. Several comments arose about the soil journals being scattered in other libraries. Many more critical comments expressed a need for more journals, gaps in the serial titles, lack of new materials, or, simply stated, the need for a bigger collection. However, with such a successful rate of ESL patrons finding what they want, one must assume the collection is very good.

Hardly anyone found the ESL physical facilities excellent. Of the respondents, 72.5% checked off the facility as satisfactory. It is in the comments that some clearly defined sentiments on the ESL facility emerge. As expected, there were numerous complaints about the lack of space, crowding, noise, and the need for more seating in the ESL. The need for a security system was mentioned a few times. Unfortunately, that facility has already reached its maximum capacity for storage. The ESL collection is now housed in two different locations, one of which is in Norlin.

Usually critical, comments tend to state complaints and/or where there is room for improvement. So, it is with delight to state that many comments were in praise of the effectiveness of a job well done by Anita and her staff in the ESL.

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Appended to this report, please find a statistical summary of one more user of the ESL, the Interlibrary loan (ILL) Department of the University Libraries. ILL fills a modest amount of material requests per month when compared to the total number of items lent out by this institution to other institutions. The use of the ESL is only 4.5% of a month's total volume of transactions. This translates into approximately 9.3 items borrowed from the ESL per week. Fully 1/3rd of all items borrowed for loan by the ILL department are the geology theses and dissertations. The overall use of the ESL by the ILL department is negligible.

Respectfully submitted,

David M. Fagerstrom
Head, Science, Earth Science,
and Map Libraries

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dmf

UNIVERSITY OF COLORADO

EARTH SCIENCE LIBRARY

U S E R S U R V E Y '83

WE NEED YOUR HELP. For the improvement of this collection, the Earth Science Library is attemptint to learn the level of use and user needs of its patrons. Please take a few minutes to answer these questions.

I am a:

TOTAL RESPONSES		
109	24	CU undergraduate (category A)*
	66	CU graduate (category B)*
	0	CU staff (category C)*
	15	CU faculty (category D)*
	4	other (category E)*

If "other" checked above, I am using this library for: *(A) (B) (C) (D) (E)

2	-	-	-	-	2	Personal use
3	-	-	-	-	3	Business or industrial use.
0	-	-	-	-	0	Academic use from another school.

How often do you use the Earth Science Library?

16	8	3	0	2	3	Monthly or less
29	6	16	0	6	1	Weekly
41	6	31	0	5	0	More than twice a week
21	3	16	0	2	0	Daily
1	1	0	0	0	0	(NO RESPONSE ON SURVEY)

What is the purpose of your visit?

45	12	33	0	0	0	To study
93	19	56	0	15	3	To locate material(s) in the stacks
61	8	46	0	6	1	To use the reserve collection
3	1	2	0	0	0	To meet someone
0	0	0	0	0	0	other
0	0	0	0	0	0	(NO RESPONSE ON SURVEY)

Was the item you wanted available in the Earth Science Library?

66	14	37	0	12	3	Yes
7	3	4	0	0	0	NO
32	5	23	0	0	0	(SOMETIMES = ADDED RESPONSE TO SURVEY)
4	4	0	0	0	0	(NO RESPONSE TO SURVEY)

Was the item you wanted listed in the card catalog?

69	15	38	0	13	3	YES
7	2	5	0	0	0	NO
26	0	23	0	2	1	(SOMETIMES = ADDED RESPONSE TO SURVEY)
7	7	0	0	0	0	(NO RESPONSE TO SURVEY)

Do you find the EArth Science Library collection:

6	2	3	0	1	0	Excellent
56	9	36	0	7	4	Very good

(continued on next page)

	(A)	(B)	(C)	(D)	(E)	
6.....	0	5	0	1	0	(GOOD = ADDED RESPONSE TO SURVEY)
35.....	9	20	0	6	0	Just adequate
1.....	1	0	0	0	0	Poor
4.....	3	0	0	0	1	(NO RESPONSE TO SURVEY)

How would you evaluate the facilities in the Earth Science Library?

12.....	3	9	0	0	0	Excellent
79.....	19	46	0	10	4	Satisfactory
15.....	1	9	0	5	0	Unsatisfactory
3.....	1	0	0	0	2	(NO RESPONSE TO SURVEY)

COMMENT: (Comments have been annotated for content and redundancy.)

FACULTY COMMENTS: How many times stated.

- Soil journals scattered - 1
- Good staff - 1
- Earth Science Library necessary - - - - - - - - - - - - - - - - - -1
- Need expansion room -1
- Space problem, crowding- 2
- Need security system - 2
- I use other libraries more- -1
- Should be in Geology Building- - - - - - - - - - - - - - - - - - 2
- Gaps in new journals and recent international symposia- - - - -1
- Poor in new materials -1
- Complaints about card catalog - - - - - - - - - - - - - - - - - -1

GRADUATE STUDENT COMMENTS:

PHYSICAL FACILITIES

- Not enough seating, space -13
- Noise problem -3
- Poor lighting -1
- Squeaky chairs - 1

COLLECTION

- Need more books (Two people mentioned more current materials)- 2
- More texts - 1
- Serials SCIENCE and NATURE needed in collection.----(SCIENCE) 3
  (NATURE) 1
- More geophysical materials - - - - - - - - - - - - - - - - - - - 1
- Bigger collection -6
- More journals -1

GRADUATE STUDENT COMMENTS (continued) — How many times stated.

More material(s) related to coal	1
Why do you give away exotic journals? (???)	1
Greater European coverage needed	1

CENTRALIZATION vs DECENTRALIZATION

Soil journals scattered	3
Should remain in Geology Bldg.	9
Collection should be centralized	4

MISC. COMMENTS

Library necessary	2
Other geology libraries supplement Earth Science	4
Good Staff	4
Security system needed	8
Graduate student input needed on new acquisitions	1
Automatic check out system needed	1
Complaints about card catalog	1
Periodical check out good	2

UNDERGRADUATE COMMENTS

Poor lighting	1
Additional space needed	2
Staff does good job	2
Larger selection of periodicals needed	1
Library Needed	2
More journals needed	2
More books needed	2
Later hours needed	1
Security system needed	1
Complaints about card catalog	1

Interlibrary Lending from the Earth Science Library

University of Colorado, Boulder — INTERLIBRARY LENDING STATISTICS FOR 1982-83

MONTH	LENDING REQUESTS PROCESSED										TOTAL FILLED IN & OUT OF STATE	TOTAL UNFILLED IN & OUT OF STATE	TOTAL REQUESTS PROCESSED
	IN STATE					OUT OF STATE							
	FILLED ORIGINALS	FILLED PHOTOCOPY	SUB-TOTAL FILLED	UNFILLED	REQUESTS PROCESSED	FILLED ORIGINALS	FILLED PHOTOCOPY	SUB-TOTAL FILLED	UNFILLED	REQUESTS PROCESSED			
JULY													
AUG.													
SEPT.													
OCT.													
NOV.													
DEC.													
JAN.													
FEB.													
MAR.	145	421	566	269	835	196	136	332	323	655	898	592	1490
APR.													
MAY													
JUNE													
TOTAL													

March 1983
Earth Science
Filled Requests:
Dissertations & Theses 32.5%
Other originals 22.5%
Photocopy 45 %

Earth Science
March 1983

12(6) 15 27 10(7) 3 13 40 4.5% of total filled requests

( ) shows theses and dissertations loaned, proportion of the total

10,020 total filled in 1981-82 x 4.5% = 451 projected filled requests from ES each year

Prepared by Virginia Boucher, 5/13/83

University of Texas
March 1983

SCIENCE LIBRARIES SURVEY

As part of an overall survey of the science libraries on campus, the General Libraries with the assistance of the Measurement and Evaluation Center is conducting a survey of faculty and graduate students in the colleges of Engineering, Natural Sciences, and Pharmacy and in the School of Nursing for information regarding the libraries. The information will be used to plan for future developments in the five science/technology branch libraries in particular. We would appreciate your taking a few minutes to answer the following questions and to return the completed form through campus mail by March 7, 1983.

Please respond to the questionnaire on the computer answer sheet provided using a No. 2 pencil to blacken the circle beneath the letter which corresponds to the answer you have chosen. Select only one option for each item.

1. What is your rank?

   A Professor
   B Associate Professor
   C Assistant Professor
   D Instructor
   E Lecturer
   F Graduate Student–Doctoral
   G Graduate Student–Master's
   H Other

The academic departments are listed alphabetically under items 2 through 4. Please blacken the appropriate circle under one of these items. If you are a faculty member, please indicate department of appointment.

2. A Aerospace Engineering & Engineering Mechanics
   B Architectural Engineering
   C Astronomy
   D Biomedical Engineering
   E Botany
   F Chemical Engineering
   G Chemistry
   H Civil Engineering
   I Computer Sciences
   J Electrical Engineering

3. A Geological Sciences
   B Home Economics
   C Marine Studies
   D Mathematics
   E Mechanical Engineering
   F Microbiology
   G Nursing
   H Petroleum Engineering
   I Pharmacy
   J Physics

4. A Zoology
   B Other

5. How frequently do you use a library or libraries at the University of Texas at Austin?

   A Daily
   B 4–6 times per week
   C 1–3 times per week
   D 1–2 times per month
   E Once a semester or less
   F Not necessary to my research

6. Which library or libraries do you use most often?

   A Architecture
   B Chemistry
   C Engineering
   D Geology
   E Perry-Castaneda
   F Physics-Mathematics-Astronomy
   G Science
   H Undergraduate
   I Other

7. Which library do you use next most often? (Use options above.)

8. Which library do you use third most often? (Use options above.)

Do you use the library to:

9.	Examine new books or journals	A Yes	B No
10.	Check out books	A Yes	B No
11.	Photocopy	A Yes	B No
12.	Use Computer-based information service	A Yes	B No
13.	Prepare teaching/class assignment	A Yes	B No
14.	Obtain information for research	A Yes	B No
15.	Use reserve materials	A Yes	B No
16.	Study own materials	A Yes	B No
17.	Consult the librarian	A Yes	B No
18.	Other	A Yes	B No

19. Have you needed any National Technical Information Service (NTIS) reports in the last year?

   A Yes B No

20. How do you use the library?

   A Use the library yourself
   B Send someone to the library
   C Both

21. How much of the material needed in your research/coursework/teaching do you obtain from campus libraries?

   A 0–20% B 21–40% C 41–60% D 61–80% E 81–100%

22. How many books or journals have you recommended that the library buy in the last year?

A 0 B 1–3 C 4–6 D 7–10 E Over 10

23. How many inter-library loan requests have you made in the last year?

A 0 B 1–3 C 4–6 D 7–10 E Over 10

In the courses you teach, do you require students to use:

24.	Handbooks for specific factual data, formulas, etc.	A Yes B No
25.	Technical reports, standards, specifications, etc.	A Yes B No
26.	Computerized literature search services	A Yes B No
27.	Indexes/abstracts to locate journal articles	A Yes B No
28.	Encyclopedias and similar sources for background/historical data	A Yes B No
29.	Library card catalogs	A Yes B No
30.	None–courses do not involve library research	A Yes B No

Would you like the library to help you in teaching the research skills needed by your students by providing:

31.	An orientation tour of the library (during class time)	A Yes B No
32.	A presentation by a librarian on research techniques (during class time)	A Yes B No
33.	A demonstration of computerized literature searching	A Yes B No
34.	Consultation with a librarian on planning library research assignments	A Yes B No
35.	Other	A Yes B No
36.	No help required; I teach research skills as part of the course	A Yes B No

Do you use or plan to use any of the following audiovisual media in connection with teaching your classes?

37.	Audio tapes	A Yes B No
38.	Computer programs	A Yes B No
39.	Slides	A Yes B No
40.	Videotapes/videodiscs	A Yes B No
41.	Other	A Yes B No

42. Would you expect the library to provide appropriate media equipment and material for student use?

A Yes B No

43. Did you have a computer-based literature search run within the last year? A Yes B No

44. Were you satisfied with the results? A Yes B No

45. If no, was the reason A Cost C Citations inappropriate to my research
B Results took too long D Other

If you wish to make additional comments, please include them below, and enclose this form with the machine scorable answer sheet. Please sign your name if you would like a librarian to contact you regarding library services.

THANK YOU FOR YOUR COOPERATION

PLEASE RETURN THE MACHINE SCORABLE ANSWER SHEET IN THE CAMPUS MAIL TO:

Library Evaluation Project
Measurement and Evaluation Center
BWY 301

FINAL REPORT
1982-83 PLANNING STUDY

SCIENCE-ENGINEERING LIBRARY
UNIVERSITY OF ARIZONA

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- 16: File Analysis Report

in kit

Entire report available from the Office of Management Studies for $20.00 prepaid.

I. USER SURVEYS

STUDENTS

The development and distribution of the student survey required a major part of our effort during Phase II. Science graduate students and undergraduate students were the target groups for our questionnaire. Our larger purpose for conducting surveys was to gain information about the Science-Engineering Library's collections, services and facilities from both SEL users and non-users. From the survey we also hoped to gain assessments of students' needs and satisfaction with SEL as it presently is. We also hoped to determine their use of SEL services and of other library collections containing science material on campus.

Designing the survey instrument first required a clear determination of what we really wanted to know from our users and non-users. Examples of instruments used by others were reviewed. We also consulted local experts on surveying, Helen Gothberg in the Graduate Library School and Dr. Larry Aleamoni of the Instructional Research and Development Office, whose assistance was quite helpful. After the instrument had been designed, we gave a pre-test to a group of students to identify unclear questions.

In order to reach a wide range of disciplines in the sciences, and to insure a high return, it was decided to conduct the student survey in organized classroom or laboratory sessions. The survey was planned for the week of April 19-April 23, 1982. SEL staff identified U of A science programs and classes, called appropriate faculty and asked them to allow us to come to their classes. Times were arranged for all SEL staff to participate in visiting classes during the first or last ten minutes of class to conduct and collect the surveys. When all the data were collected, two SEL staff members key punched the data into the University Computer. The assistance of Tom Nielsen, UA Department of Math, in this and in later programming was greatly needed and appreciated.

RESULTS* PERSONAL INFORMATION

Sixty three science classes were visited and 1147 responses were input. The answers to Part I: Personal Information showed our sample to be approximately 70% undergraduates and 30% graduate students. The breakdowns by major were (approx.) 26% Physical Sciences, 26% Life Sciences, 18% Engineering, 14% Home Economics, and 14% Undeclared or Non-Science. The majority of students in the sample were full-time and not International students. Nearly one-half the sample had completed the Library Skills Program, and nearly one-half again had attended Library Instruction for a class.

Part II of the survey measured 'Important' and 'Success' of various SEL services and collections. Of the purposes for which one needs

*NOTE: In this summary 'important' reflects responses marked very important or important.

to use the library, the one ranking most important was "The need to find information for longer research projects such as term papers or dissertations". The two library services which ranked highest in importance were the provision of 'help in locating items' and 'assistance in finding information on a subject'. Finally, concerning library materials, it was clear that a majority of students felt it was more important to provide books and journals than technical reports or standards.

The responses to questions about the library's success in providing services and collections showed that the students felt SEL was 'Very successful' or 'Successful'. In all cases where this percentage fell below 50%, it was also true that at least 1/3 of the students "Could not evaluate" the item listed. Online (Computer) searching, referrals to other depts., and ILL, were three services in particular which students could not evaluate, presumably because they had not used them.

The item which received the highest percentage of "Not Successful" answers was for the library's use as place to study only. 11% of the sample marked this as 'Not Successful'.

Part III of the survey measured frequencies in 1.) The use of collections which contain science material (both SEL and others), 2.) The purposes for which people use SEL and 3.) The SEL services used. 43% of our sample said they use SEL daily or weekly. The breakdown for daily or weekly use is as follows:

Freshman	22%
Sophomore	24%
Junior	26%
Senior	46%
Graduate-Masters	67%
Graduate-PhD	70%

The collection outside SEL used most often 'daily or weekly' was Central Reference (21%). More than 50% of the sample marked 'Never' for the use of Maps, Government Documents, Special Collections, Media, Center for Creative Photography, Arizona Health Sciences Center Library, and Departmental library collections.

The frequencies of purposes for using SEL were much more evenly distributed across frequency from 'Daily or Weekly' to 'Never'. "To find information for class assignments" and "for research" were the two most common purposes but were not higher for any given frequency over another. Responses to the two other choices ("For general reading" and "For study only",) indicated that 1/3 of the sample 'Never' comes to SEL for these reasons. 28% of the sample "Study only" in SEL 'Daily or weekly'.

Concerning Services, reference service is most often used "Monthly", or "Once or twice a semester". 61% of the sample never use online searching.

Finally, two other results of the survey should be noted. As far as facilities are concerned, the choice ranked most inadequate was Group study rooms (38%). Also, the action taken most often by people when they can't find material they seek in SEL was reported as "ask a librarian". The second most popular answer was "keep looking" and third was to check the GEAC system. Photocopy machines were judged inadequate by 32%.
The comments to the open-ended questions for the student surveys will be analyzed later.

NOTE: "Online Searching" may have been misunderstood by some respondents and confused with the use of GEAC.

USER SURVEYS
FACULTY

The faculty survey was conducted to collect UA Science information from both potential and actual users of the SEL, with regard to their needs for and satisfaction with the Science library's collections, services and staff. We also hoped to measure the frequency of their usage of the Science Library and their evaluations of its facilities.

Designing this survey instrument was made easier by having already designed the student survey. We arranged it in a similar format, contacted Dr. Aleamoni, and ran a pre-test to pinpoint any unclear questions. Science departments on campus as well as departments within the Arizona Health Sciences Center were identified, and we delivered to each department a questionnaire for each faculty member. On campus we contacted 49 departments and in the AHSC 18 departments. A total of 1,553 surveys were distributed during the week of April 26-April 30, 1982. 328 were returned for a response rate of 21%. Two SEL members keypunched this data also, keeping the AHSC data separate for later, separate analysis.

The summary results below reflect only those responses from the main campus from which there was a 23% return. (We are aware this sample is not large enough to be statistically valid and are considering a questionnaire in the fall. The information is analyzed despite the low return since this is the only information presently available.)

RESULTS

U of A Science faculty (non-AHSC)

Information:
The percentages breakdown by subject specialities of respondents:

Physical Sciences	35.5%
Life Sciences	37.5%
Engineering	13.9%
Home Economics	2.4%
Social Sciences	4.0%
Other	6.4%

Approximately 70% were participating in sponsored research projects, and a majority (61%) had been at the University of Arizona eight years or longer.

Importance:
The two most important purposes for using SEL were "Research" (71% very important) and "Current awareness" (54% very important). The most important SEL services reported were "search and recall procedures for locating material not on the shelf" (67% said very important or important) and "assistance in locating a known item for which you have a reference" (60% very important or important). The two services marked least important were library use instruction and SDI service.

In the area of library materials and collections, books 'just published' to those three years old were ranked as more important than items 4-10 years old. For journals, 78% thought the most recent issues of journals were 'very important'. 70% of the faculty sample felt conference/symposium proceedings were either very important or important; however, only 30% felt the library's provision of them was 'very successful' or 'successful'. 70% of the sample also felt that "reference sources" were very important or important for the library

to provide. Patents (full text) were marked not important by 48% of the total sample.

Materials coming from Germany, France, Japan/China, and Scandinavia in that order ranked higher in importance than those from selected other countries. In checking where material from the Soviet Union ranked, it actually ranked fifth in importance but 30% of the sample did not answer this question. It was also felt that "research", "graduate work", and "current awareness", were the most important purposes for which the collection should be adequate.

Finally, in the area of importance we asked for an evaluation of the library's need to maintain three of its present record files concerning journals and serials. The faculty responded that the "card file for science serials and journals" was the most important to maintain (56% marked very important), followed then by the "Current Periodicals/Microform Room Periodical check-in file" and the "microfiche list of UA serials and journals", in that order.

Success

For most of the questions we asked, a combination of the top two choices of 'very successful' and 'successful', showed approximately 50% of the responses fell into this combined group. For those items where the 'very successful' and 'successful' percentages together were well under 50%, it was also true that one third or more of the respondents marked "cannot evaluate" to those same items. This was the case for the Online(computer) Searching Service, library use instruction for students, and SDI services in particular.

In the library materials section, several respondents could not evaluate SEL's technical report collection, standards and specifications coverage, and patents(full text). Two items which had generally lower rates of success but which people could evaluate were 1.)"Selection of materials by librarians to augment the library's collection in subject fields"(29% 'very successful' or 'successful'), and 2.) "Books just published, 0-6 months old" (33% 'very successful' 'successful'). The item "Search and recall procedures for locating items not on the shelves" was rated 41% 'very successful' or 'successful'.

Finally, in the evaluation of the adequacy of the reference staff each items had combined ratings of "very successful" or "successful" of over 50%. These ranged from the highest success in "approachability" (70%) to "sufficient subject expertise for research assistance" (54%).

Frequencies

Frequencies which the survey measured included 1.) use of SEL and other collections containing science material 2.) purposes for using SEL and 3.) services offered by SEL.

42% of the faculty sample said they use the Science-Engineering Library 'very frequently' i.e., weekly. The next heaviest use was marked as Departmental Libraries - these were marked 26% as being used 'very frequently'. The remaining collections, with the exceptions of

Central Reference and Government Documents, were rated over 50% as 'Never' used.

Concerning purposes for which people visit the library, 36% of the sample answered that they come to the library "very frequently" for research. 25% said they come "very frequently" for current awareness reasons. Finally, concerning services in SEL, most services were marked as used "occasionally, i.e. once or twice a semester". 54% of the sample said they 'never' use computer searching; 36% said they 'never' use "assistance in identifiying information on a particular topic".

Facilities

Most facilities in SEL were found to be adequate or were marked 'don't use'. Three items in the survey addressed the question of non-library funding for library-related services. The first question asked if respondents would be willing to pay $10/month for an SDI service: 30% said 'yes' and 50% said 'no'. The second question involved quick document delivery service (3-4 day turn-around) for a fee of $12-$20; 35% said they would be willing to pay such a fee and 53% said 'no.'. The third question proposed the use of $40,000 of "soft money" to provide no-charge computer searches in support of research: 43% approved, 44% disapproved and 14% did not respond.

Finally, 66% of the respondents said they did have access to computer terminals in their departments. In most cases they used these terminals to access data in the University Computer Center (34%).

Written comments from the faculty are appended to this report.

[Note: see Appendix 8]

PLANNING STUDY

of

Options in the 1980s for Library Information Systems

Progress Report

for

June and July, 1981

Prepared by
Ellen G. Miller
Director, Library Systems Development
University of Cincinnati Computing Center

August 31, 1981

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ABSTRACT

During June, user survey data from Clifton campus and Medical Center faculty, students, and administrators was processed. In general, both Clifton and Medical Center personnel consider themselves able to find information from current library record systems.

When asked to rank the sequence of automation, Clifton faculty selected the card catalog first, then circulation. Reflecting different needs, Medical Center faculty selected periodicals files first, then card catalog.

A partial survey of Ohio higher education institutions and Urban 13 shows that only Ohio University is like the University Library in having no serials, circulation, catalog, computer-output-microform (COM) products, or acquisitions system. The Medical Center Libraries do have COM products and on-line serials control.

NOTE: This is the last progress report to be delivered as part of the Planning Study Options in the 1980's for Library Information Systems. The Final Report will be presented to Drs. Lorenzi and Osburn by September 30, 1981; after that time, methods of reporting to the UC community will reviewed.

I. Status of Objectives

Appendix A, which is a permanent feature of these reports, shows these objectives for June and July. Their status is given below.

OBJECTIVE	STATUS
June	
1. Complete user study data gathering	Finished
2. Analyze user needs data; make preliminary conclusions	Completed
3. Start assessing resources needed vs. those available	On schedule
July	
1. Complete national trends review	Nearly completed
2. Finish baseline data about current manual systems	Work continues -- categories ready for review by Drs. Lorenzi and Osburn

The largest task in June was encoding over 900 forms returned by the various user survey populations; that task was rendered more difficult by the several open-ended options on both the University and Medical Center survey forms. The preliminary analysis of Clifton and Medical Center returns was made.

In July, a brainstorming meeting for key University administrators concerning financial options was held. We completed 24 telephone calls to libraries about their automation status and plans.

II. Work performed

User Survey

While the number of questions on the University Library and Medical Center survey forms varied, each of them addressed these areas: Current use of UC libraries; opinions about using the periodical, circulation, and card catalog record systems; suggested sequence of automating those record systems; value of decentralized access to central computerized record systems; and an open-ended question about any other issues important to the respondent.

The final statistics on returns show:

Clifton Campus	Sampled	Returned	% returned
Faculty	1109	436	39.3
Students	2048	218	10.7
Administrators and Staff	500	122	24.4
Non-UC users	250	36	14.4
Medical Center			
Faculty and Administrators	637	207	30.8
Students	776	198	25.5

To conserve on paper and reduce copying costs, only the set of frequency counts for Clifton faculty and Medical Center faculty are attached as Appendices B.1 and B.2, respectively. A set of all returns is available at the Central Library circulation desk.

A. Clifton Campus -- Faculty

Some cross tabulations among questions were performed by the SPSS computer statistical analysis package. In particular, differences by college or division from the entire Clifton faculty group of 436 were noted. Since some colleges and divisions had low return rates (see Table 1, Q19), their differences from the overall faculty group are considered less representative than those from colleges and divisions with high return rates, which we define as greater than 33%. Those "high return rate" colleges and divisions are: A&S, CCM, Education and Home Economics, Engineering, CCS, and Business Administration.

NOTE: A set of printouts for frequency counts, scattergrams, and cross-tabulations is available at the Central Library circulation desk.

Highlights from Appendix B.1 and major differences noted in the cross-tabulations by division and college show:

- Not surprisingly, the Central Library is the one most frequently used, by 93% (Q1); however, those colleges and divisions which have their own library use it most.

- The most frequent use of UC libraries (Q2) by faculty is for own research (66%) followed by classroom related (31%)

- Periodical record systems (Q3-6) were rated unexpectedly high by faculty. Overall, 75-85% always or often find what they need to know. About 10% checked never or sometimes; however Education & Home Economics felt less successful, with 30% (Q3) to 54% (Q4) checking those lower-rated categories. Similarly, 51% of Business

Administration respondents checked those lower-rated categories for Q4.

- Card catalog use (Q7, 9, 10) was generally rated easy or effective by 2/3 or more. While 27% found the card catalog very easy to use (Q7), 46% of A&S selected that category, thus pulling up the group average due to its high proportion, 45%, of the entire group.

- The most frequently chosen way to use the card catalog (Q7) is author (62%), with subject used nearly half as much. However, 60% of Business Administration, 50% of CCS, and 24% of A&S selected subject first; the converse is that 74% of A&S selected author first, as did 72% of CCM. Series access was in last place for everyone.

- Circulation (Q11-13) came in for better marks than librarians expected. Only 1/4 of the 436 faculty rated Q11 as poor or nearly-poor (categories 4 and 5). However, 40% of Business Adminstration selected those categories, as did 55% of CCS and 37% of DAA.

- If UC automates library record systems (Q14), the first-ranked choices were card catalog (43%) followed by circulation (37%) and then periodicals (27%). Crosstabulations show:

First choice by division or college (%)*

	A&S	Bus. Admin.	Educ.	Engin.	CCM	CCS
Card catalog	32	50	32	51	48	40
Circulation	43	13	33	35	55	40
Periodicals	24	41	40	27	5	40

*May total more than 100% due to checking more than one first choice

- Decentralized access to a common computer data base (Q15) was considered very valuable by 1/3 of the faculty respondents; 4% considered it of no value. However, 55% of CCS and DAA rated it very valuable.

- One third of the faculty have had experience with computer systems in libraries (Q16.) That is doubled for Business Administration; CCS shows 46%.

Open-ended question 17 produced nearly 250 suggestions from 163 persons. The general categories with frequency of comments are:

CATEGORY	NUMBER of COMMENTS
Increase collections	63

CATEGORY	NUMBER of COMMENTS
College and departmental libraries (e.g., need better facilities; location; security; general satisfaction with)	26
Processing materials (acquisitions, cataloging, binding and how to speed up the progress	26
Circulation (e.g., improve efficiency; policies regarding circulation of journals; loan periods; staff)	20
Staff (complimentary, 9; some suggestions, 7)	16
Replacements of missing items	16
Automation (e.g., favorable, have more commercial vendor data bases; have printouts of text)	12
Physical environment (e.g., buzzing lights, which were fixed in May)	10
Periodicals (e.g., better access needed)	8
Keeping stacks in order	6
Reserve room operations (e.g., want more convenient way to place items on reserve)	6
Library hours	5
Faculty studies (e.g., need more; air conditioning poor)	5
Patron education	5

I believe that the following preliminary conclusions can be drawn from the responses of 436 Clifton campus faculty.

1. Overall, faculty feel that they successfully use the current record systems -- circulation, periodicals, and card catalog. However, there are consistent poor marks for those systems by some faculty, and especially by some colleges and divisions.

2. Acquiring an automated record system that combines both circulation control and some catalog searching capability -- e.g., by author, title, and subjects -- would meet the needs of about 3/4 Clifton faculty. Fortunately, several systems are available which can do both.

3. Decentralized access to a common computer data base is important.

4. Increasing UC's collections is the most important improvement noted in open-ended Q17.

It is notable that only four comments were made against the automation of library record systems.

B. Clifton campus -- students

Recall that 218 or 10.7% students returned the survey. This section will only show highlights, especially in those areas that differ from the faculty's responses.

In general, the respondents felt that they used the three major record systems -- card catalog, circulation, serials -- successfully. However, only 63% of the students could always or often determine if issues of a periodical were bound (Q5); slightly fewer, 58%, were always or often able to determine if issues were received (Q4). The comparative figures for faculty are 73% and 74%, respectively.

While 24% faculty rated the process for borrowing materials (e.g., filling out McBee cards) as poor or nearly poor, 42% of the students selected those categories. That is understandable since Central Library requires more time-consuming information from students.

Clifton students chose circulation first (Q14) in the sequence of automating record systems. Decentralized access (Q15) was selected by 76% of students as very or just valuable, vs. 65% for faculty.

Somewhat fewer students, 27% vs. 33% for faculty had had experience with automated library systems.

In general, students voiced the same concerns in open-ended Q17 as did faculty.

C. Medical Center response, prepared by Doris Haag

Response to the questionnaire from the various medical center colleges was uniformly high with the colleges of nursing, pharmacy and medicine having return rates of 24.47%, 45% and 28.2% respectively. See Appendix B.2 for faculty frequency counts.

The following are highlights of the survey.

- As can be expected, most medical center faculty use the medical center libraries on a relatively frequent basis. For example, 38.5 of the faculty surveyed use the Health Science Library 2-3 times per week.

- Of the other University libraries, about 60% of the faculty responding have used the central campus library and over 30% have used the Chemistry/Biology library.

- Among medical center faculty, the most frequently used way of using the card catalog is the subject search, with 56.9% of the respondents selecting this method. This contrasts with the first "choice" of Clifton campus faculty of author searching. 28.6% of the faculty choose author searching as their first choice and 21.4% choose title searching. As on the Clifton campus, access by series was in last place.

- When asked about problems in their use of the card catalog (Q5), 23.2% stated that their greatest problem lay in the fact that periodicals were not listed in the catalog. Another problem area was confusion in the use of the card catalog. 17.9% of the those responding felt the subject catalog was confusing.

- It was gratifying to discover that 81.3% (Q6) felt that periodicals were easy or very easy to locate while less than 6% found them difficult or very difficult.

- In question 7, the convenience of checking out books was looked at. 94% of the respondents found the procedures average to excellent.

- When queried regarding the desirability of having university wide library holdings listed in a common data base, 83% of the respondents felt that this would be valuable. In fact, 42% listed this feature as "very valuable"

- As predicted, medical center faculty listed circulation as the last priority among possible areas of automation (only 12.8% listed this as first priority.) However, surprisingly. 54.8% listed improvement to our periodical system as the first priority of automation, followed by 41.3% who chose an automated card catalog.

The open ended question (Q10) produced many responses. Most of these responses were very positive. There were many constructive suggestions and we will be reviewing them and sharing them with appropriate Medical Center Libraries staff when time permits.

General conclusions:

1- Currents systems are relatively easy to use.

2- Decentralized access to a common computer data base is important (same as 3 in Clifton.)

3- Circulation is low on list of priorities for medical center faculty.

FREQUENCIES FOR THE
UNIVERSITY OF CINCINNATI LIBRARIES
SURVEY OF THE EFFECTIVENESS OF RECORD SYSTEMS

B.1

1. Please indicate your use of the following U.C. Libraries

Library	Once a day or more %	2-3 time/wk %	Once a week %	2-3 times/mo %	Once a month or less %	Never %	Missing Response Count (%
CCM	3.4	4.2	1.5	3.4	25.7	61.7	175(40.1)
Central Library*	3.9	21.5	16.3	18.9	32.5	6.8	55 (12.6)
Chemistry/Biology	2.2	7.2	1.8	6.9	22.7	59.2	159 (36.5)
Classics Lib.*	1.9	1.9	1.6	3.1	16.7	74.7	179 (41.1)
Clermont College	—	—	0.4	0.8	2.0	96.7	190 (43.6)
CCR	1.2	4.7	4.7	4.7	14.1	70.6	181 (41.5)
DAA	0.8	4.5	2.7	2.3	25.8	64.0	172 (39.4)
Elliston Poetry Room	0.4	0.8	2.0	3.2	10.8	82.9	185 (42.4)
Engineering	1.4	5.0	10.7	5.3	20.3	57.3	155 (35.6)
Geology	2.7	2.0	0.8	—	15.6	78.9	180 (41.3)
Health Sciences Library	—	0.8	1.6	4.7	20.9	72.1	178 (40.8)
Health Sciences Media Resources Center	—	0.8	0.8	1.6	9.7	87.1	188 (43.1)
History of Health Sciences	—	—	—	—	3.3	96.7	193 (44.3)
Law	—	0.4	1.2	2.8	17.1	78.5	185 (42.4)
Math	4.1	3.7	1.1	5.2	20.2	65.5	169 (38.8)
Nursing & Health	—	—	—	0.4	4.5	95.0	194 (44.5)
OMI/OCAS	—	1.2	0.4	—	4.4	94.0	188 (43.1)
Physics	2.3	1.9	1.5	6.1	19.3	68.9	172 (39.4)
Raymond Walters College	—	—	—	0.8	2.5	96.7	193 (44.3)
Special Collections	—	1.6	0.4	1.2	20.2	76.5	189 (43.3)

*Temporarily housed in Central Library

2. Please rank the following reasons for using the library record systems (e.g., card catalog, periodical files) in terms of frequency of use.

	1 Used most frequently %	2 %	3 %	4 %	5 Used least frequently %	Missing Response Count (%)
Own research	66.0	21.9	8.2	2.1	1.8	48 (11.0)
Keeping up to date on professional interests	21.8	34.3	39.4	2.4	2.1	60 (13.8)
Classroom related	30.8	35.8	29.0	2.6	1.8	50 (11.5)
Leisure interests	5.8	3.2	13.7	57.8	19.5	159 (36.5)

PLEASE FILL OUT THE REST OF THE QUESTIONNAIRE BASED UPON YOUR EXPERIENCE WITH THE UNIVERSITY LIBRARIES YOU USE.

3. Are you able to determine whether the library subscribes to a periodical you want?

55.0% Always 34.9% Often 9.1% Sometimes 1.0% Never 20 (4.6%) Missing Response Count (%)

4. If you could not find an issue of a current periodical, etc., have you been able to find out whether the library has received it?

40.5% Always 34.0% Often 24.2% Sometimes 1.2% Never 36 (8.3%) Missing Response Count (%)

5. Are you able to determine what issues of a periodical are bound?

36.1% Always 37.3% Often 25.6% Sometimes 1.0% Never 34 (7.8%) Missing Response Count (%)

6. How often do you ask for help if a periodical is at the bindery?

9.2% Always 27.0% Often 54.5% Sometimes 9.2% Never 25 (5.7%) Missing Response Count (%)

7. Please rate the card catalogs at U.C. libraries in terms of ease of use. (Circle one).

1 Very easy %	2 %	3 %	4 %	5 Very difficult %	No opinion %	Missing Response Count (%)
27.0	44.4	19.1	5.0	0.2	4.3	17 (3.9)

8. Please rank the following methods of using the card catalog in terms of your frequency of use.

	% 1 Used most frequently	2 %	3 %	4 % Used least frequently	Missing Response Count (%)
Subject	35.2	22.2	34.7	7.8	53 (12.2)
Author	61.6	27.0	8.9	2.5	32 (7.3)
Series	5.0	11.2	15.7	68.2	194 (44.5)
Title	15.4	45.9	29.7	9.1	72 (16.5)

9. Do you ever fail to find materials listed in the card catalog which you know to be in the collection?

4.9% Very often 11.2% Often 53.5% Sometimes 30.4% Never 25 (5.7%) Missing Response Count (%)

Comments _____

10. Do you ever have diffeculty finding an item in the card catalog because you have incomplete information, such as part of a name or a partial title?

1.2% Very often 6.1% Often 69.9% Sometimes 22.8% Never 28 (6.4%) Missing Response Count (%)

11. How would you rate the process of filling out cards to borrow materials?

1 Excellent %	2 %	3 %	4 %	5 Poor %	Missing Response Count(%)
16.1	27.5	32.4	11.4	12.6	32 (7.3)

Comments _____

_____

12. Do you receive overdue notices on material you have returned?

1.4% Very often 3.6% Often 43.7% Sometimes 51.2% Never 22 (5.0%) Missing Response Count (%)

13. Please rate the importance of a good recall service (recalling books in circulation from another borrower).

1 Not at all important %	2 %	3 %	4 %	5 Very important %	Missing Response Count (%)
0.7	6.3	10.2	26.7	56.1	24(5.5)

14. If U.C. decides it can improve library services through automation, in which sequence would you like these improvements implemented? (1-first, 2-second, 3-third, 4-fourth)

_____Card Catalog (For example: improved subject searching; ability to search with incomplete information (part of an author's name); quicker updating opdating of catalog; access at all libraries to a database containing information on all books held at the University of Cincinnati Libraries).

_____Circulation (For example: faster check out of materials; more current information in items in circulation (books checked out, items at bindery, items on reserve, in storage); improved overdue/recall services).

_____Periodicals (For example: access at numerous locations to a centralized data base containing information on current periodical subscriptions, bound volumes in collection, and library location).

_____Other (please specify) _____

	Ranking	Frequency	% of Frequency	Missing Response Count (%)
Card Catalog	1st	158	43.1	
	2nd	109	29.7	69 (15.8)
	3rd	88	24.0	
	4th	12	3.3	
Circulation	1st	132	36.9	
	2nd	106	29.6	78 (17.9)
	3rd	111	31.0	
	4th	9	2.5	
Periodicals	1st	96	27.0	
	2nd	132	37.2	81 (18.6)
	3rd	118	33.2	
	4th	9	2.5	

15. How valable would it be to have access to information about the holdings (books, periodicals, and media) of the entire U.C. Library system through computer terminals or lists places at all U.C. Libraries?

34.0% Very valuable 31.3% Valuable 26.0% Somewhat valuable

4.1% Of no value 4.6% No opinion 24 (5.5) Missing Response Count (%)

16. Have you ever used a computerized system in a library?

Missing response		
33.2% yes	66.8% no	14 (3.2) count (%)

If so, where?_____

What did it do?

13.8% check out materials
11.5% card catalog
11.7% search of commercial database (Lockheed)
_____ other (specify) _____

_____

17. Are there any other specific ways in which you feel the library can improve its services to the U.C. community? (Please comment)

_____

163 surveys had comments = 37.38%

18. Please check your primary status with the University.

— Undergraduate student (year_____)
3.1% Graduate student (Dept._____)
95.3% Faculty (Dept._____)
0.5% Staff
1.2% Administration

Missing response	
11 (2.5)	Count (%)

4.8% Part-time
95.2% Full-time

Missing response	
81 (18.6)	Count (%)

UNIVERSITY OF CINCINNATI
MEDICAL CENTER LIBRARIES

SURVEY OF THE EFFECTIVENESS OF RECORD SYSTEMS

1. Please check your primary status with the University.

_____	Undergraduate student
_____	Graduate student (Dept._____)
88.9	Faculty (Dept._____)
6.8	Staff
1.4	Administration
2.9	Intern/Resident (Hospital)
	Missing response
0.0	Count (%)

2. With which college or University division are you primarily affiliated?

Number Sampled and Returned by University Division

University Division	Number Sampled	Number Returned	% Returned	% of Total Return
College of Nursing	94	23	24.47	11.11
College of Pharmacy	40	18	45.0	8.7
College of Medicine	539	152	28.2	73.43
		193		
		14*		
	637	207 total	30.76	

*14 did not indicate university division or department

3. Please indicate your use of the following U.C. Libraries.

Library	Once a day or more	2-3 time/wk	Once a week	2-3 times/mo	Once a month or less	Never	Missing Response Count (%)
MEDICAL CENTER:							
Health Sciences Library	12.7	38.5	23.4	15.1	10.2	0	2 (1.0)
Health Sciences Media Resources Center	0.7	4.8	4.8	15.0	54.4	20.4	60 (29.0)
History of Health Sciences	0.8	1.5	0.8	3.0	27.3	66.7	75 (36.2)
Nursing & Health	2.9	9.6	2.2	5.1	5.1	75.0	71 (34.3)
CLIFTON/BRANCH CAMPUSES:							
CCM	0	0	0	0	3.2	96.8	82 (39.6)
Central Library	0	1.4	3.5	8.5	46.8	39.7	66 (31.9)
Chemistry/Biology	0	0	1.5	4.5	24.1	69.9	74 (35.7)
Classics Lib.	0	0	0	0	3.9	96.1	80 (38.6)
Clermont College	0	0	0	0	0.8	99.2	79 (38.2)
Curriculum Resources Ctr.	0	0	0.8	0	6.3	93.0	79 (38.2)
Design Art & Architecture	0	0	0	0	2.3	97.7	79 (38.2)
Elliston Poetry Room	0	0	0	0.8	1.6	97.7	79 (38.2)
Engineering	0	0	0.8	0.8	6.2	92.3	77 (37.2)
Geology	0	0	0	0	2.3	97.7	79 (38.2)
Law	0	0	0	0	6.9	93.1	77 (37.2)
Math	0	0	0	0.8	4.6	94.6	77 (37.2)
OMI College of Applied Science	0.8	0	0	0	0	99.2	81 (39.1)
Physics	0	0	0	0.8	6.1	93.1	76 (36.7)
Raymond Walters College	0	0	0	0.8	1.6	97.7	79 (38.2)
Special Collections	0.8	0	0	0	1.6	97.6	80 (38.6)

4. Please rank the following methods of using the card catalog in terms of your <u>frequency of use</u>.

	1 Used most frequently	2	3	4 Used least frequently	Missing Response Count (%)
Subject searching	56.9	20.5	17.4	5.1	12 (5.8)
Author searching	28.6	40.8	24.0	6.6	11 (5.3)
Series searching	5.2	7.5	12.7	74.6	34 (16.4)
Title searching	21.4	28.9	33.2	16.6	20 (9.7)

5. Which of the following have been a serious impediment to your finding information through the card catalog? (Check as many as applicable)

17.9 Subject catalog is confusing
10.6 Author/title catalog is confusing
23.2 Periodicals are not listed in the card catalog
11.6 Inaccuracies in the card catalog
(i.e., misfilings, locations incorrectly indicated)
10.1 Delays in filing cards in the catalog
_____ Other (please specify)_____

_____

Missing response
_____ Count (%)

6. How difficult is it for you to find a periodical or journal in the library? (circle one)

1 Very Easy	2	3	4	5 Very Difficult	Missing response Count (%)
37.7	43.6	12.7	5.4	0.5	3 (1.4)

What are some of the biggest obstacles to finding periodicals?_____

_____

_____

7. How convenient is it to check out materials? (i.e., books, audiovisuals, journals). (circle one)

1 Excellent	2	3	4	5 Poor	Missing response Count (%)
50.2	34.0	10.8	2.0	3.0	4 (1.9)

Comments_____

_____

- How valuable would it be to have access to information about the holdings (books, periodicals, and audiovisuals) of the entire U.C. Library system through computer terminals placed at all U.C. Libraries?

42.0 Very Valuable 23.0 Valuable 28.0 Somewhat Valuable

7.0 Of no value Missing Response 7 (3.4) Count (%)

- If the U.C. Libraries decide they can improve library services through automation, in which sequence would you like these improvements implemented? (1-first, 2-second, 3-third)

_____Card Catalog
improved subject searching
ability to search with imcomplete information (part of an author's name)
quicker updating of catalog
access at all libraries to a database containing information on all books held at the University of Cincinnati Libraries

_____Circulation
faster check out of materials
more current information on items in circulation (books checked out, items at bindery, items on reserve)
improved overdue/recall services

_____Periodicals
access at numerous locations to a centralized database containing information on current periodical subscriptions, bound volumes in collection, and library location

QUESTION #9
SEQUENCE OF AUTOMATION

	Ranking	Frequency	% of Frequency	Missing Response Count (%)
rd Catalog	1st	74	41.3	
	2nd	70	39.1	28 (13.5)
	3rd	35	19.6	
	4th			
rculation	1st	22	12.8	
	2nd	40	23.3	35 (16.9)
	3rd	110	64.0	
	4th			
iodicals	1st	102	54.8	
	2nd	63	33.9	21 (10.1)
	3rd	21	11.3	
	4th			

1984

1-5

University of Illinois Library

Survey of Electronically Based Library Services

Section I. Present Computer Activities. (Please circle the items which apply to you and provide any additional information requested.)

1. Do you have access to

a. microcomputer — Yes . . . . . 1 — 6
No 2

b. terminal — Yes . . . . . 1 — 7
No 2

c. can you use either to access multiple databases — Yes . . . . . 1 — 8
No 2

If the answer is no to all three questions, please skip to Section II.

2. Is the above located in your (circle all that apply)

home . . . . . 1 — 9
office . . . . . 2 — 10
laboratory . . . . . 3 — 11
department . . . . . 4 — 12
other locations (please specify) . . . . . 5 — 13

_____

_____

3. Which mainframes do you use on campus?

a. CYBER . . . . . 1 — 14
PLATO . . . . . 2 — 15
IBM . . . . . 3 — 16
Other (please specify). . . . . 4 — 17

_____

b. Do you have a CYBER account?

Yes . . . . . 1 — 18
No 2

c. Are you registered with PLATO? — Yes . . . . . 1 — 19
No 2

4. Do you utilize any mainframe systems off campus?

Yes 1 20

No 2

If yes, please specify. _____

_____

5. Please indicate the hours a week you spend in each of the following activities using a microcomputer (MC) and/or mainframe (MF).

Activity	MC Hours Per Week	MF Hours Per Week	
(1) instruction	_____	_____	21-24
(2) programming	_____	_____	25-28
(3) personal research	_____	_____	29-32
(4) data analysis	_____	_____	33-36
(5) modeling	_____	_____	37-40
(6) graphics	_____	_____	41-44
(7) creative work (e.g., art, music)	_____	_____	45-48
(8) accessing Machine Readable Data Files	_____	_____	49-52
(9) personal management	_____	_____	53-56
(10) administrative management	_____	_____	57-60
(11) word processing	_____	_____	61-64
(12) conferencing/electronic mail	_____	_____	65-68
(13) amusement/games	_____	_____	69-72
(14) other (please specify)	_____	_____	73-76
_____			77-79/BK 80/1

1-5/DUP

Section II. Methods Used to Obtain Information

1. Current methods used to obtain information.

Of the following methods you presently use to access information, please indicate their importance to you with (1) as most important, and (4) as least important.

	Do you use?		If yes, how important is this method of access to you?				
	Yes	No	very important	somewhat important	not very important	not at all important	
(1) Consulting library card catalog.	1	2	1	2	3	4	6-7
(2) Consulting a colleague	1	2	1	2	3	4	8-9
(3) Consulting own books and journals.	1	2	1	2	3	4	10-11
(4) Consulting a library staff member	1	2	1	2	3	4	12-13
(5) Browsing the Library stacks.	1	2	1	2	3	4	14-15
(6) Searching indexing and abstracting tools (e.g., Magazine Index, Psychological Abstracts, Physics Abstracts).	1	2	1	2	3	4	16-17
(7) Consulting library reference books (e.g., bibliographies, handbooks).	1	2	1	2	3	4	18-19
(8) Searching the Library Circulation System (LCS) via terminals in the Library.	1	2	1	2	3	4	20-21
(9) Searching LCS via terminals outside the Library.	1	2	1	2	3	4	22-23
(10) Searching online bibliographic databases using terminals or microcomputers within the Library.	1	2	1	2	3	4	24-25
(11) Performing myself online database searches using terminals or microcomputers outside the Library.	1	2	1	2	3	4	26-27
(12) Bibliographies or reference in books or journals.	1	2	1	2	3	4	28-29

2. Potential future methods of improving access to information. Of the following improvements; please indicate their importance to you with (1) as most important, and (4) as least important.

	very important	somewhat important	not very important	not at all important	
(1) More LCS public terminals in central locations (e.g., Main Library, Undergraduate, etc.).	1	2	3	4	30
(2) More LCS public terminals in dispersed locations (e.g., departmental libraries, offices, Illini Union, etc.).	1	2	3	4	31
(3) More printers available for use with public terminals	1	2	3	4	32
(4) Public terminals with a higher baud rate.	1	2	3	4	33
(5) Terminals available for loan for use in offices and at home.	1	2	3	4	34
(6) Improved training for accessing LCS and online catalog.	1	2	3	4	35
(7) More dial-up capability to access LCS and the online catalog with home or office computers.	1	2	3	4	36
(8) Make reference service available online on a 24 hour basis.	1	2	3	4	37
(9) Capability of transmitting inter-library loan requests on a 24 hour basis.	1	2	3	4	38
(10) Capability of putting items on reserve electronically.	1	2	3	4	39
(11) Availability of more online bibliographic databases.	1	2	3	4	40
(12) Please specify which ones.					41

_____

2. Potential future methods of improving access to information (continued).

	very important	somewhat important	not very important	not at all important	
(13) Availability of more Machine Readable Data Files (e.g., Census Tapes).	1	2	3	4	42
Please specify which ones. _____ _____					
(14) Availability in the library of online services (e.g., The Source, CompuServe, etc.).	1	2	3	4	43
(15) Additional and improved training for individuals wanting to access to online databases themselves.	1	2	3	4	44

Section III. Demographic data. (Please circle the items which apply to you and provide any additional information requested.)

1. Status

a. Faculty — professor . . . . . 1 — 45
associate professor 2
assistant professor 3
other (please specify). . . 4
_____

b. Staff — academic professional . . . 1 — 46
research associate. 2
non-academic. 3
other (please specify). . . 4
_____

c. Student — undergraduate . . . . . 1 — 47
graduate. 2
professional (e.g., law, medicine, etc: please specify 3
_____

2. Years on campus _____ 48-49

Section III. Demographic data (continued).

3. Administrative title (if applicable) _____ 50-51

_____

4. Primary department/unit/major _____ 52-55

_____

5. Age 16-25 . . . . . 1 56
26-35 2
36-45 3
46-55 4
56-65 5
66-- 6

6. Sex male. 1 57
female. 2

Additional Comments:

_____

_____

_____

_____

_____

_____

_____

Thank you. Please return in the enclosed envelope using Campus Mail. 58-79/BK 80/2

THE PENNSYLVANIA STATE UNIVERSITY
Inter-Office Correspondence

Date: September 8, 1983

From: Mary Ellen Larson and Dace Freivalds, Project Investigators,
General Electric Foundation Grant Study

To: Library Student Assistants

In April 1983, the University Libraries was awarded a grant by the General Electric Foundation to study the effects of user education on user behavior at an online catalog. This study will help the Libraries evaluate which particular instructional method (online HELP, the LIAS Pocket Guide, the LIAS sound/slide program, or an instructional workshop) is most effective in teaching first-time users how to use the LIAS online catalog.

This project will be implemented in three phases. Phase I involves the preliminary identification of library users who have never used an online catalog. These "first-time" online catalog users will then have the opportunity to become a member of the "LIAS User Study Group," which will participate in Phase II of the study. Phase II is an experimental situation in which each study group member will learn LIAS by using one of the four instructional methods mentioned above. Each project participant will be surveyed before and after s/he receives LIAS instruction so that we can measure the amount of learning that has occurred. Phase III of the project will take place in April 1984, when each project participant will be briefly retested to determine if his/her skill in using LIAS has increased or decreased over a period of time.

We are asking your help in completing Phase I of our study - the identification of first-time online catalog users. Would you complete the attached survey and return it to your supervisor no later than September 12, 1983? Even though we've asked you to give us your name (so that we can identify you as a potential Study Group member), please be assured that your responses to this questionnaire are confidential. During the week of September 12, we will analyze the results of the questionnaire and contact those of you who will be first-time LIAS users about participating in the LIAS Users Study Group. Thank you for your cooperation.

THE PENNSYLVANIA STATE UNIVERSITY
INTER-OFFICE CORRESPONDENCE

Date: September 22, 1983

From: Mary Ellen Larson, Project Investigator LIAS Study Group

To: LIAS Study Group Participants

Thank you for assisting the University Libraries in studying the effectiveness of different instructional methods in teaching LIAS. As part of your participation in the project, would you complete the attached questionnaire. The information you provide will help us learn more about the individuals in the study group.

To complete the questionnaire:

1. Include your name and social security number in the appropriate places.

2. List your current campus address and phone number in the space marked "Who is your supervisor".

3. Circle the appropriate response to questions 1 to 8.

Even though we've asked for your name and address, please be assured that your responses to this questionnaire are confidential.

During the next several days, we will analyze the results of this questionnaire and contact you with further information about the project. Thank you for your cooperation.

mel/ns

Attch.

NAME: _____

SOCIAL SECURITY #: _____

WHO IS YOUR SUPERVISOR: _____

STUDY GROUP POPULATION INVENTORY:
FIRST-TIME USER REACTION TO LIAS

Instruction: Please circle the letter of the appropriate response to each question.

1. Have you had experience before today using an online or automated library catalog? (BCS or LIAS, for example)

   A. YES
   B. NO

2. I visit the library for "research" purposes (note: "research" is defined as using the library and its materials to complete a class assignment or project, term paper, thesis or dissertation) an average of:

   A. Less than 2 hours per week
   B. Between 2 and 5 hours per week
   C. Between 5 and 8 hours per week
   D. More than 8 hours per week

3. Do you or your parents own a "home" or micro-computer?

   A. YES
   B. NO

4. Have you used a "home" or micro-computer?

   A. YES
   B. NO

5. Have you had prior instruction in computer science, either in high school or college?

   A. YES
   B. NO

If you answered yes, please answer question 6.
If you answered no, please answer question 7.

(CONTINUE ON BACK)

6. Choose the answer or answers which most accurately describe your prior computer science instruction.

   A. Comp. Sci. 100
   B Comp. Sci. 100 plus one or more advanced comp. sci. courses
   C. Non-Comp. Sci. courses at PSU which required the use of a computer
   D. Non-PSU computer-related courses

7. Have you had prior instruction in the use of the library?

   A. YES
   B. NO

If you answered yes, please answer question 8
If you answered no, you've completed this survey.

8. Choose the answer or answers which best describe your prior library experience.

   A. I have completed the Library Resources Workbook
   B. I have had one or more class-related lectures in how to use the library
   C. I have completed one or more Library Studies Courses

--THANK YOU FOR COMPLETING THIS SURVEY--

January 1984

TEXAS A&M UNIVERSITY/STERLING C. EVANS LIBRARY

Computer Help for the

LIBRARY DO-IT-YOURSELFER

from SEARCH HELPER and BRS/AFTER DARK

(409) 845-5741

What Is It?

SEARCH HELPER and BRS/AFTER DARK are do-it-yourself computerized systems which search and retrieve bibliographic information according to your instructions. Literally millions of articles, journals, books, and reports may be searched for information pertaining to your particular interests. Subject areas include business, science and technology, medicine, education, psychology, news, patent information, social sciences and humanities. Online databases are the most effective means of retrieving information where two or three main ideas must be present in the same reference, a feat that may be difficult to accomplish in the corresponding printed index because of their lack of specificity.

SEARCH HELPER is directed toward more general and popular kinds of information. Coverage includes mainly newspapers, business sources and magazines. The system limits you to 15 citations per search.

BRS/AFTER DARK is more complex and includes greater coverage of research materials in the social sciences, natural sciences and medicine. In order to equalize access to the system, time limitations have been established.

Who Can Use It?

Anyone with a valid Texas A&M University faculty, staff, or student I.D. card may use this service.

How Do I Use It?

No computer experience is necessary. Just follow the directions on the screen, answer the questions as instructed, and the systems will do the rest. Reference staff will be available to help you if you encounter any difficulties in using either system.

When Can I Use It?

Both systems are available from Monday through Thursday 6 p.m. to 9 p.m. and Saturdays 9 a.m. to 5 p.m. Please check with the Reference Desk for assistance in using the systems.

These systems are being tested this semester through a research grant from the Office of Management Studies of the Association of Research Libraries with funds from General Electric Foundation

Name_____Major/Dept_____

Address_____Classification: Fr So Ju Sr Gr Fac/Staff

1. Which library services have you used in the past?

_____Printed indexes
_____OCLC terminals
_____ALIS terminals (catalog area)
_____Interlibrary services
_____Documents division
_____Microtext division
_____Learning Resources dept. (microcomputers)
_____Automated Information Retrieval Service

2. Check as many of the following statements as apply to you:

_____I have used microcomputers before.
_____I have used mainframe computers before.
_____I own a microcomputer.
_____I have used BRS/After Dark before.
_____I have used IAC/Search Helper before.
_____I have used Executive Information Service before.

3. Briefly state the topic of your search:

==========

AFTER your search session:

1. Which database(s) did you use?_____
2. How many citations were printed out?_____
3. How many of those citations appear relevant to your needs?_____
4. Did you have difficulty with any of the following:

_____database menu
_____error messages
_____system prompts
_____entering terms
_____connecting terms (ignore if Search Helper was used)
_____printing citations

5. Rate the following aspects of the search process: (circle number)

a. operating the terminal
easy 1 2 3 4 5 difficult

b. choosing an appropriate database
easy 1 2 3 4 5 difficult

c. choosing appropriate keywords
easy 1 2 3 4 5 difficult

d. using the proper logical connectors (ignore if Search Helper was used)
easy 1 2 3 4 5 difficult

e. zeroing in on relevant references (i.e. making search more specific)
easy 1 2 3 4 5 difficult

6. Overall, how would you rate your satisfaction with this search session?
very satisfied 1 2 3 4 5 very dissatisfied

7. Other comments:

SEARCH TIPS

1. Search Helper will only print the 15 most current references.
2. Enter only one word at a time unless you are searching the Place category, which accepts multiple words (e.g. New Orleans).
3. Four categories may be searched: Place, Person, Subject, and Brand Name in six subject oriented databases.(See instructions at terminal)
4. Variant forms of a word may be retrieved by using the question mark (?) as a truncation symbol after a word stem. DRIV? will search for DRIVE, DRIVER, DRIVING, and DRIVEL.
5. To search for a subject consisting of more than one word, follow the directions on the screen and enter ONLY ONE WORD at a time.
6. Additional words may be added to the search after entering the two search words allowed per category by simply choosing the category again and adding the desired words. Categories may also be combined in the same manner.
7. Avoid being too specific. No more than 3-4 words should be entered per topic.
8. Do not use articles (a, the, etc.) or conjunctions (and, but, etc.) unless as part of a title.
9. Use the most specific term possible for a subject.

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PLANNING THE SEARCH

Topic Statement:

1st word of subject/name

2nd word of subject/name

Additional words

Sample Profiles:

1. Topic Statement: Television advertising and children

   1st word of subject
   Television

   2nd word of subject
   Advertis?

   Additional words
   Children

2. Topic Statement: Anne Burford and the EPA

   Category: Person

   1st name of person
   Anne

   2nd name of person
   Burford

   Category: Subject

   1st word of subject
   Environment?

   2nd word of subject
   Protection

Date _____

Time form received_____Terminal Available? Yes No
Staff initials_____

LOG

Database	On	Off	Elasped Time	Notes
	. .	. .		
	. .	. .		
	. .	. .		
	. .	. .		
	. .	. .		

STAFF TIME REQUIREMENTS (Minutes) [check at appropriate point on scale]

Pre-Search Explanations 0. . . .2½. . . .5. . . .7½. . . .10. . . .

Explanations at Logon 0. . . .2½. . . .5. . . .7½. . . .10. . . .

Explanations during Search 0. . . .2½. . . .5. . . .7½. . . .10. . . .

Explanations after Search 0. . . .2½. . . .5. . . .7½. . . .10. . . .

Number of times help was required during the search (hashmarks):

Types of help provided (check as many as appropriate):

Pre-Search/Pre-Logon:	During Search:
_____Choice of database	_____Topic
_____Topic	_____Machine operation
_____Machine operation	_____Boolean logic (BRS & EIS)
_____Boolean logic (BRS & EIS)	_____System commands
_____System commands	_____Logging off
_____Other:	_____Other:

Rate User on the following aspects: (Circle) _____Staff initials

1. Experience with use of indexes
   Inexperienced 1 2 3 4 5 Very experienced; No opinion_____
2. Familiarity with keyboards/terminal
   Inexperienced 1 2 3 4 5 Very experienced; No opinion_____
3. Ability to use the system
   Very frustrated 1 2 3 4 5 Very successful; No opinion_____
4. Enthusiasm for online searching
   Highly critical 1 2 3 4 5 Very enthusiastic; No opinion_____

Other comments:

DID YOU RETURN I.D.?

U of A Z.

1983

Interview Guide-Science Department Heads

*1.Describe the nature of research in this department.
-Academic research
-Research for the field or profession
-Cooperative research projects

2. Where does this research fit along the basic-----applied continuum?

3. What other disciplines does _____ draw on? In what kinds of ways?

Faculty and the Library

*4. How and when do you use the library?

*5. What are your other methods for gathering information?
-for in-depth research papers?
-to maintain current awareness?
-for use in teaching?

6.(if not already mentioned) What use is made of the invisible college?

Students and the Library

*7.How and when do your students use the library?

8. What library skills do you expect your students to have?

9.. How close do the students come to achieving these skills?

10. (What skills do you think the students have acquired already?)

11. Are there other information-gathering skills you think the students need? If so, what kinds of skills?

Librarians' Roles

*12. Describe how you view the librarian's role in supporting the teaching function of this department.

13. What other roles, if any, do librarians have in supporting this department?

14. Do librarians have a part in evaluating students' research skills?

15. Do librarians have a part in teaching students how to evaluate information?

Departmental Courses and the Library

16. How much of a need is there to teach certain reference tools?

17. How great a need is there to include within this department's curriculum the teaching of library research strategies?

*18. In which of your departmental courses are library research skills being taught?

*19. In which of the courses do faculty members make library related assignments? What kind of assignments are made?

20. Describe other courses, if any, in which library skills could be usefully taught.

21. What types of grants have been awarded to this department? For what sorts of projects? Describe recent grant awards and current activities in this area.

The Future: Professions, Information Needs

22. What kinds of jobs do students with Bachelor's degrees get?

23. How many of these students go on to Graduate School?

24. What kinds of jobs are offered to graduate students after their advanced work in academics?

*25. What kinds of information-gathering skills will students need in their future professions? What kinds of information will they need? What will they need to know how to obtain?

Michigan State

NON-USER STUDENT QUESTIONNAIRE

1/25/84 DATE _____

My name is _____ and I'm calling from the MSU Libraries. We have received a grant to see how we might improve library services. You have been randomly selected from a list of MSU students to give us your opinions. It should only take about ten minutes. All of your answers will be confidential; nobody's name will ever be used in any report. So if you have the time, I'd like to begin. OK?

(IF R SAYS HE/SHE NEVER USES THE MSU LIBRARY TELL THEM THAT IS NOT UNCOMMON AND WE ARE INTERESTED IN ALL MSU STUDENT OPINIONS, NOT JUST LIBRARY USERS.)

1. In a typical term, about how often do you phone any of the campus libraries?

___more than once a week ___once a week ___every few weeks

___couple of times a term or ___never (IF NEVER, SKIP TO QUESTION #3)

2. How helpful has the library staff been with your phone questions?

___extremely helpful ___very helpful ___somewhat helpful ___ of little help

___no help

3. During a typical term how often do you come to any of the MSU campus libraries? Would you say you go:

___more than once a week ___once a week ___every few weeks

___couple of times a term or ___never (IF NEVER SKIP TO QUESTION#8)

4. When you go to a campus library, how often do you ask someone who works there for help?

___every time ___most of the time ___sometimes ___rarely

___never (IF NEVER SKIP TO QUESTION #6)

(GO TO NEXT PAGE)

5. And when you do ask for help in the Main Library, do you ask at the reference desk? (IF YES, THEN, ASK:) How helpful was the staff there? Would you say they were extremely helpful, very helpful, somewhat helpful, little help, no help at all. (IF NO, THEN ASK:) How about the information desk? (IF YES, READ HELPFUL SCALE, AND IF NO GO TO NEXT ITEM. CONTINUE IN THIS WAY UNTIL THE ENTIRE LIST HAS BEEN READ AND CHECKED.)

No	Yes	Extremely helpful	Very helpful	Somewhat helpful	Little help	No help at all
___	___Reference Desk	___	___	___	___	___
___	___Information Desk	___	___	___	___	___
___	___Checkout Desk	___	___	___	___	___
___	___Assigned Reading	___	___	___	___	___
___	___Circulation Desk	___	___	___	___	___
___	___Shelvers	___	___	___	___	___

___Are there other places in the Main Library you have asked for help?

___no ___yes (IF YES:) Where?_____(WRITE IN AND ASK:) How helpful have staff been?

___ ___ ___ ___ ___

6. Are there any campus libraries other than the Main Library, where you have asked for help? ___no ___yes (IF YES:) Where?_____

(AND ASK:) How helpful have staff been there?

Extremely helpful ___ Very helpful___ Somewhat Helpful___

Of little help___ No help at all___

(GO TO NEXT PAGE)

7. When you do use any of the campus libraries, what do you use them for? (CHECK ALL USES THAT THEY MENTION. IF THEY NEED A PROMPT, SAY, For instance, do you use them for studying)

	Yes	No
Studying		
Library materials		
Check out materials		
Read current magazines		
Typewriters		
Copy machines		
Use assigned reading materials		
Have computer search done		
Get help finding information		
Use audio or video materials		
Get instruction in library use		

8. Now, I'm going to read a list of resources people might expect a library to have. For each, please tell me whether or not any of the campus libraries have it. For example, United Nations documents. Do you know if any of the campus libraries have them, don't have them, or aren't you sure?

	Have	Don't have	Aren't sure
United Nations documents			
How about:			
Audio Tapes			
Books to tell you how to apply for financial aid or scholarships			
Telephone books from other places			
Movies			
Best-selling novels			
College and University catalogues from other places			

9. Ok, now, I'm going to read a list of services one might expect to be offered by a library. For each, please tell me whether you think the service is offered at any of the campus libraries. For example, editorial assistance in writing a grant proposal--do any of the campus libraries offer that service, not offer it, or aren't you sure?

	Offered	Not Offered	Not Sure
Editorial assistance in writing a grant proposal	___	___	___
How about:			
getting computer printouts of articles on a topic you need?	___	___	___
having a resume prepared for you?	___	___	___
having an article translated into English?	___	___	___
having someone teach you how to find information?	___	___	___
having tapes of recordings copied for you?	___	___	___
checking out a current issue of Time Magazine to take home?	___	___	___
having someone find out which other libraries own a book or magazine?	___	___	___

10. Irrespective of how much you personally use any of the campus libraries, how important are libraries in general to students and instructors in your major field?

___extremely important ___very important ___somewhat important

___slightly important ___not important at all

(GO TO NEXT PAGE)

11. Have any of your instructors expected you to go to the libraries to complete their assignments this term? ___no (GO TO QUESTION 13)

___yes (IF YES:) For each type of assignment I read, please tell me if you have had that type this term. For example, were you expected to use Assigned Reading this term?

	yes	no
Use Assigned Reading	___	___
Were you expected to:		
Write term papers	___	___
Write book reviews/reports	___	___
Find and read magazine or journal articles	___	___
Prepare an oral report	___	___
Write a short paper	___	___
Listen to or review tapes	___	___
Complete the library workbook	___	___
Write a lab report	___	___

12. For your assignments, did your instructors tell you how to use the libraries?

___no (GO TO QUESTION 13) ___yes (IF YES:)

How helpful were your instructors' directions? Would you say they were?

___extremely helpful ___very helpful ___somewhat helpful

___slightly helpful ___no help at all

13. In general, which of the following do you think your instructors expect you to do in their courses? Answer yes or no. Would you say they expect you to:

learn or memorize facts	___yes	___no
interpret facts	___yes	___no
criticize written materials	___yes	___no
synthesize different facts or points of view	___yes	___no
solve problems	___yes	___no

14. What, if anything, discourages you from using any of the campus libraries?

(CHECK YES FOR EACH ONE MENTIONED)

	Yes	No
Location	___	___
Piped-in music	___	___
Crowdedness	___	___
Concern about security	___	___
Noise	___	___
Library staff	___	___
Not enough library materials	___	___
Complexity	___	___
Too many demands on my time	___	___
Parking	___	___
Irrelevance to coursework	___	___
Missing materials	___	___
Seating	___	___
Library rules & policies	___	___

(GO TO NEXT PAGE)

15. I'm going to read some non-library sources where you might get information needed to complete your coursework successfully. For each, please tell me how important that source is for you. Let's start with books you buy for classes. Would you say they are of very great importance, very important, somewhat important, slightly important, or not important at all?

	Of very great Importance	Very Important	Somewhat Important	Slightly Important	Not important at all
Books you buy for classes	___	___	___	___	___
How about:					
Class lectures	___	___	___	___	___
Class handouts	___	___	___	___	___
Fraterity, sorority or other files	___	___	___	___	___
Friends or other students	___	___	___	___	___
Advisors or counselors	___	___	___	___	___
Other libraries	___	___	___	___	___ (IF

RESPONSE IS NOT AT ALL, GO TO QUESTION #17)

16. Do you use libraries other than those at MSU? ___no (GO TO QUESTION #17)

___yes (IF YES, ASK:) Please tell me which library you use the most?
(DO NOT READ LIST BUT CHECK ALL THOSE MENTIONED BY RESPONDENT)

___State of Michigan Library

___U of M Libraries

___Lansing Public Library

___East Lansing Public Library

___LCC Library

___Other public libraries

___Other college libraries

17. Which campus libraries do you use the most? (DON'T READ LIST JUST CHECK OFF ANY MENTIONED)

___Agricultural Economics

___Animal Industries

___Business Library

___Chemistry Library

___Clinical Center Library

___Conrad Library

___Cyclotron Library

___Engineering Library

___Geology Library

___Gull Lake

___Main Library

___Mathematics Library

___Music Library

___Physics Library

___Planning & Design Library

___Veterinary Clinical Center

___Other (unaffiliated reading room) (SPECIFY)_____

18. We are just about finished. What year in school are you? Are you a freshman, sophmore, junior, senior, or graduate student?

___freshman ___sophmore ___junior ___senior ___grad

(IF NOT GRADUATE STUDENT:) Do you plan to go to graduate school?

___no ___yes

Thank you very much for your opinions. Is there anything else that you think we should know or stress in our study? (WRITE IN WHAT RESPONDENT SAYS)

Would you like to receive a summary of the results of this survey? __yes ___no

That's the end.

Thank you again for your help.

RECORD SEX OF RESPONDENT: ___male ___female

ALBERT R. MANN LIBRARY
NEW YORK STATE COLLEGE OF AGRICULTURE AND LIFE SCIENCES
NEW YORK STATE COLLEGE OF HUMAN ECOLOGY
Statutory Colleges of the State University, at Cornell University

PLEASE ADDRESS
Albert R. Mann Library
Ithaca, New York 14853

December 5, 1983

To:

From: Jan Olsen, Director

Subject: Enclosed questionnaire

As a researcher in the College of Agriculture, you are probably aware of the proliferation of information in all formats. Locating and obtaining the information and the publications you need for your research may be a time-consuming and sometimes frustrating activity. The Albert R. Mann Library has received a grant from the Association of Research Libraries to study the current use of information resources by agricultural faculty. If library services were made more convenient and accessible, we hypothesize that faculty would change their information resource use pattern. To that end, we are surveying faculty use and opinion of information resources and services and then will be offering expanded reference and document delivery services on a trial basis during spring semester. Subsequently, we will use a follow-up survey to determine whether the expanded services changed use of library resources. A model of the kinds of information services required by an agricultural research faculty will be developed.

Your name was drawn in a random sample of the College of Agriculture and Life Sciences faculty. In order for the results to represent accurately the activities and opinions of the CALS faculty, it is important that you complete this questionnaire and return it to me by Tuesday, December 13, 1983.

Your answers will be kept confidential. Each questionnaire contains an identification number for mailing purposes and for correlation with the post-questionnaire. Names will not be placed on the questionnaire, and results of the study will be published in such a way that answers by any one person cannot be identified. We hope to disseminate the results of this study to the agricultural and research library communities.

If you have any questions about this project or questionnaire, please contact my associate Bill Coons (6-7731). Your answers to this questionnaire are vital. With your cooperation, we can fulfill the goal of our grant, "to encourage quality research into service issues facing staff and users in research libraries so that librarians can use the results to increase the effectiveness of their services". Please return your questionnaire by Tuesday, December 13; an addressed campus envelope is enclosed. Thank you in advance for your assistance and cooperation.

ALBERT R. MANN LIBRARY
Cornell University

INFORMATION RESOURCES IN AGRICULTURAL RESEARCH

The purpose of this survey is to gather data which will guide major changes in services to faculty within the College of Agriculture and Life Sciences.

Your answers will be essential in determining ways to expand and improve library services for you and the other agricultural research scientists of the College. Your participation in this survey is crucial in helping us determine accurately the needs of researchers in the many disciplines of the College.

The questionnaire will take only 10 to 15 minutes to complete. Please return it by Tuesday, December 13, 1983 to Jan Olsen, Director, Mann Library.

1. How important for you are the following sources and methods for keeping current with relevant information in your field of study? (please circle one response for each item).

	How important are these sources and methods? (circle your answer)				
	UNIMPORTANT	SOMEWHAT IMPORTANT	IMPORTANT	VERY IMPORTANT	ESSENTIAL
a. Attending conferences or professional meetings	1	2	3	4	5
b. Scanning published announcements	1	2	3	4	5
c. Reading journals in your field	1	2	3	4	5
d. Reading journals in related fields ..	1	2	3	4	5
e. Reading experiment station reports and research bulletins	1	2	3	4	5
f. Browsing in bookstores	1	2	3	4	5
g. Looking in the library's card catalog	1	2	3	4	5
h. Consulting a known expert	1	2	3	4	5
i. Correspondence and discussion with colleagues within Cornell University.	1	2	3	4	5
j. Correspondence and discussion with colleagues outside Cornell University	1	2	3	4	5
k. Using your own collection of materials	1	2	3	4	5
l. Accessing data files (such as census)	1	2	3	4	5
m. Communicating with reference librarians	1	2	3	4	5
n. Scanning hardcopy indexes & abstracts	1	2	3	4	5
o. Referring to special bibliographies..	1	2	3	4	5
p. Conducting online computer literature searches with a librarian	1	2	3	4	5
q. Performing your own computer literature searches	1	2	3	4	5
r. Running SDI's (automatic updates of previous computer searches)	1	2	3	4	5
s. Reading book reviews in journals	1	2	3	4	5
t. Sending for preprints and reprints ..	1	2	3	4	5
u. Locating citations referenced in book and journal article bibliographies ..	1	2	3	4	5
v. Using Mann's table of contents service	1	2	3	4	5
w. Using ISI's Current Contents	1	2	3	4	5
x. Reading annual literature reviews ...	1	2	3	4	5
y. Reading farm & industry/trade magazines	1	2	3	4	5
z. Scanning journal titles and issues in Mann's current periodicals room	1	2	3	4	5
Other (explain) _____ _____	1	2	3	4	5

2. How many professional journals do you personally receive? (circle your answer).

a. NONE
b. ONE TO THREE
c. FOUR TO SIX
d. SEVEN OR MORE

3. Your position or title is: (circle your answer)

a. Professor
b. Associate Professor
c. Assistant Professor
d. Senior Research Associate
e. Research Associate
f. Senior Lecturer
g. Lecturer
h. other (identify) _____.

4. How many years of teaching or research experience have you had at Cornell University? (circle your answer)

a. LESS THAN ONE
b. ONE TO THREE
c. FOUR TO SEVEN
d. EIGHT TO FIFTEEN
e. SIXTEEN OR MORE

5. What department are you in? _____.

6. What is your best estimate of the actual time you spent in the following activities during the past SIX months? (you may use comparative percentages from your effort distribution report). The total for a through e should tally to 100%.

a. _____% Research
b. _____% Teaching
c. _____% Extension
d. _____% Administration
e. _____% other (explain) _____.

100 %

7. If you can differentiate between your use of Mann Library for teaching and research purposes, please do so by indicating the percentages below:

The percentage of my use of Mann Library for research is _____%.
The percentage of my use of Mann Library for teaching is _____%.

100 %

8. The following is a list of current or proposed library services. Evaluate the importance or potential importance of these services according to your research information needs. (please circle one response for each item).

	How important are these library services? (circle your answer)				
	UNIMPORTANT	SOMEWHAT IMPORTANT	IMPORTANT	VERY IMPORTANT	ESSENTIAL
a. Having material photocopied immediately	1	2	3	4	5
b. Self-service photocopying	1	2	3	4	5
c. Checking journals for the current year out of the library	1	2	3	4	5
d. Checking books and older journals out .	1	2	3	4	5
e. Delivery of Mann library materials to your office or lab upon request	1	2	3	4	5
f. Delivery of materials from other campus libraries to your office or lab	1	2	3	4	5
g. Availability of computer literature searches in the library on demand	1	2	3	4	5
h. Availability of computer literature searches performed in my office by a librarian	1	2	3	4	5
i. Ability to perform my own computer literature searches	1	2	3	4	5
j. Availability of automatic updates of previous computer searches (SDI's)	1	2	3	4	5
k. Ability to phone in, ask a question, & receive a quick informative response ..	1	2	3	4	5
l. Receiving photocopies of the tables of contents of current journals	1	2	3	4	5
m. Obtaining materials quickly from sources outside Cornell University	1	2	3	4	5
n. Using interlibrary loan without restrictions on number of requests	1	2	3	4	5
o. Ability to give the library a list and have the materials located and delivered to your office or lab	1	2	3	4	5
p. Accessibility to new formats of information (software libraries, data files)	1	2	3	4	5
q. Availability of reference librarians for professional consultation	1	2	3	4	5
r. Access to Cornell University library holdings via office or departmental terminals or microcomputers	1	2	3	4	5
s. Access to other major research libraries' holdings via office,department terminals	1	2	3	4	5
t. Access to IBM Personal Computers via the Microcomputer Lab	1	2	3	4	5

9. What other services would you like to see available in Mann Library?

_____

_____

_____

_____

_____.

10. A list of nine specialized services is presented in rows a to i. Who do you think should fund each service? Please identify the most appropriate funding source by checking one box for each of the nine specialized services.

	Who should fund the service ? (check only one box per row)					
					My Research Budget	
	My Department	The Library	CALS	Myself	direct	over-head
a. Having material photocopied immediately						
b. Delivery of Mann Library materials to your office or lab on request..						
c. Delivery of materials from other campus libraries to your office or lab upon request						
d. Having computer literature searches done						
e. Having terminals in your office or department for checking the holdings of the Cornell University Libraries						
f. Receiving photocopies of the tables of contents of current journals						
g. Obtaining materials quickly from sources outside Cornell						
h. Using interlibrary loan without restrictions on requests						
i. Ability to give the library a list and have the materials located and delivered to your office or lab...						

11. Have you conducted research within the past SIX months? (circle a or b)

a. NO → ANSWER QUESTIONS 16 & 17

b. YES → ANSWER QUESTIONS 12 to 17

12. Consider the time you devote to research activities. During the last SIX months, approximately what percent of your research time did you spend:

a. in the office?.....	____%
b. in the library?.....	____%
c. in your home?.....	____%
d. in the laboratory?.....	____%
e. in the computing facility?	____%
f. in the greenhouse?.....	____%
g. in the field?.....	____%
h. elsewhere (specify) _____	____%
	100 %

The total for a to h should tally to 100%

13. Within the past SIX months how often have you (or members of your staff on your behalf) used the services of these Cornell University Libraries for your research purposes? (please circle one response for each item)

	How often have these libraries been used in the past six months? (circle your answer)			
a. Entomology Library (Comstock)	NONE	ONCE	2-5 TIMES	5+
b. Engineering Library (Carpenter) ..	NONE	ONCE	2-5 TIMES	5+
c. Undergraduate Library (Uris)	NONE	ONCE	2-5 TIMES	5+
d. ILR Library (Catherwood)	NONE	ONCE	2-5 TIMES	5+
e. Physical Sciences Library (Clark)	NONE	ONCE	2-5 TIMES	5+
f. Mann Library	NONE	ONCE	2-5 TIMES	5+
g. Management Library (BPA - Malott)	NONE	ONCE	2-5 TIMES	5+
h. Veterinary Library (Flower)	NONE	ONCE	2-5 TIMES	5+
i. Olin Library (Graduate)	NONE	ONCE	2-5 TIMES	5+
j. Departmental (identify) _____	NONE	ONCE	2-5 TIMES	5+
k. Other (identify) _____	NONE	ONCE	2-5 TIMES	5+

14. How often have you or the following people associated with your research used Mann Library within the <u>past SIX months?</u> (please circle one response for each item).

	How often has the library been used for your research by these people? (circle your answer)			
a. Yourself	NONE	ONCE	2-5 TIMES	5+
b. Post-doctoral Fellows	NONE	ONCE	2-5 TIMES	5+
c. Graduate Students	NONE	ONCE	2-5 TIMES	5+
d. Research Assistants	NONE	ONCE	2-5 TIMES	5+
e. Technicians	NONE	ONCE	2-5 TIMES	5+
f. Secretaries	NONE	ONCE	2-5 TIMES	5+
g. Undergraduate Students	NONE	ONCE	2-5 TIMES	5+
h. Other (specify) _____	NONE	ONCE	2-5 TIMES	5+

15. What kinds of library activities have your associates (<u>b</u> to <u>h</u> in the previous question) completed for you in the <u>past SIX months?</u> (please circle one response for each item).

	How often has the library been used for these specific library activities? (circle your answer)			
a. Locating materials on a given subject .	NONE	ONCE	2-5 TIMES	5+
b. Searching for incomplete citations (bibliographic verification)	NONE	ONCE	2-5 TIMES	5+
c. Retrieving specific documents	NONE	ONCE	2-5 TIMES	5+
d. Photocopying materials	NONE	ONCE	2-5 TIMES	5+
e. Serving as a go-between for computer searches in the library	NONE	ONCE	2-5 TIMES	5+
f. Other (explain) _____	NONE	ONCE	2-5 TIMES	5+

16. Please describe your expectations of a major academic research library. What do you see as Mann's role? How should Mann Library fit into your research needs?

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17. A few of the reasons why people do not use libraries are listed below. Which of these reasons apply to you and your experiences with Mann Library? Please indicate how strongly you agree or disagree with these statements. (circle one response for each item).

	How strongly do you agree or disagree? (circle your answer)				
	STRONGLY DISAGREE	DISAGREE	UNCERTAIN	AGREE	STRONGLY AGREE
a. The library frequently doesn't own what I need	1	2	3	4	5
b. What I need is usually not on the shelf or is checked out	1	2	3	4	5
c. It's too much of a bother	1	2	3	4	5
d. I depend on my own collection of materials	1	2	3	4	5
e. Library staff isn't helpful	1	2	3	4	5
f. The services offered don't meet my needs	1	2	3	4	5
g. Response time to my requests is too long	1	2	3	4	5
h. I don't have the time	1	2	3	4	5
i. Library materials are out-of-date	1	2	3	4	5
j. The services I need cost too much	1	2	3	4	5
k. Other campus libraries are closer to my office	1	2	3	4	5
l. I don't need to use the library	1	2	3	4	5
m. Telephone reference service is not adequate	1	2	3	4	5
n. The library isn't open when I need to use it	1	2	3	4	5
o. It didn't occur to me to use the library	1	2	3	4	5
p. I get enough information from other sources	1	2	3	4	5
q. I use my departmental library	1	2	3	4	5
r. My subject areas are better covered in other campus libraries	1	2	3	4	5
s. Other (identify) _____	1	2	3	4	5

-- THANK YOU --

Please return this questionnaire by December 13 to Jan Olsen, Director, Mann Library.

OFFICE OF MANAGEMENT STUDIES

ASSOCIATION OF RESEARCH LIBRARIES 1527 New Hampshire Ave. N.W. Washington, D.C. 20036 • (202) 232-8656

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